

379.748  
P531  
1897

BOARD OF PUBLIC EDUCATION

*First School District of Pennsylvania*

---

# ANNUAL REPORT

OF THE

## SUPERINTENDENT OF PUBLIC SCHOOLS

OF THE

## CITY OF PHILADELPHIA

FOR THE YEAR 1897

THE LIBRARY OF THE

APR 15 1937

UNIVERSITY OF ILLINOIS

PRINTED BY ORDER OF THE BOARD

---

PHILADELPHIA  
BURK & MCFETRIDGE CO., PRINTERS  
306-308 Chestnut Street  
1898

379  
P53  
1897

Call No. 379 P53 1897

UNIVERSITY OF ILLINOIS

Pedagogical library and museum

Accession No.

## UNIVERSITY LIBRARY

### UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

The person charging this material is responsible for its renewal or return to the library on or before the due date. The minimum fee for a lost item is **\$125.00, \$300.00** for bound journals.

Theft, mutilation, and underlining of books are reasons for disciplinary action and may result in dismissal from the University. *Please note: self-stick notes may result in torn pages and lift some inks.*

Renew via the Telephone Center at 217-333-8400, 846-262-1510 (toll-free) or [circlib@uiuc.edu](mailto:circlib@uiuc.edu).

Renew online by choosing the **My Account** option at: <http://www.library.uiuc.edu/catalog/>

---

---

AUG 15 PAID



Digitized by the Internet Archive  
in 2014

BOARD OF PUBLIC EDUCATION

*First School District of Pennsylvania*

---

ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC SCHOOLS

OF THE

CITY OF PHILADELPHIA

FOR THE YEAR 1897

THE LIBRARY OF THE

APR 15 1937

UNIVERSITY OF ILLINOIS

PRINTED BY ORDER OF THE BOARD

---

PHILADELPHIA  
BURK & McFETRIDGE CO., PRINTERS  
306-308 Chestnut Street  
1898



379.748

P531

1897

## SUPERINTENDENT'S REPORT.

To the Board of Public Education  
of the First School District of Pennsylvania.

President McKinley's statement that "Free schools are the necessary supplement of free men" is a felicitous expression of our national faith. The paramount interest of society to-day is the education of the youth of the nation. This interest is not restricted to any one part of our country, but is universal. Every State has a system of public education, and makes liberal appropriations for its support. The school enrollment in the United States in 1896 was 15,997,197, and the entire school population is estimated at 20,000,000. The Commissioner of Education reports 240,968 public school buildings, 400,325 teachers, and public school property amounting to \$455,948,164.

The number of pupils in the public schools of Pennsylvania in 1897 was 1,109,872; the number of teachers was 27,429; the amount expended for teachers was \$10,049,912.45; the whole amount expended for public school purposes was \$19,618,187.09; while the value of public school property is \$48,917,002.59. The enrollment of pupils in the public schools of Philadelphia in 1897 was 143,381; the number of teachers was 3,364; the amount expended during the year for teachers was \$2,285,504.88; the whole amount expended was \$3,614,731.40.

VP4604  
E746

These figures indicate the immense interest of the people in the education of the youth of the country, and the sacred trust confided to you as members of the Board of Public Education. In endeavoring to aid you in the discharge of your high and responsible duties I hereby, as required by the rules of the Board, present my annual report, which has been delayed on account of the extra time required for the organization of the new department of compulsory attendance. My purpose is to present such facts concerning our schools as may be of interest and value to you and to offer such "recommendations touching their efficiency and usefulness" as may be deemed advisable.

#### INCREASE OF ATTENDANCE.

The increase of attendance upon the various schools for the last five years affords an interesting basis of comparison, and indicates the necessary provisions for school accommodations in the future. The whole number belonging to the several classes of schools during each of the last six years will be seen in the following statement:—

	1892.	1893.	1894.	1895.	1896.	1897.
All the Schools.....	118,269	125,180	127,637	132,052	138,535	143,381
Belonging to the Higher Schools.....	2,979	3,521	4,019	4,255	4,775	4,947
To the Grammar Schools.....	23,723	24,854	26,347	27,491	29,742	31,583
To the Secondary Schools.....	32,927	35,294	36,213	37,567	38,497	39,449
To the Primary Schools.....	55,107	57,278	56,114	57,296	59,297	60,192
To the Kindergartens .....	3,533	4,233	4,944	5,443	6,225	7,210

By comparing these figures the increase of attendance during the last several years will be seen. An interesting fact is that the attendance in the higher grades of the elementary schools has increased more rapidly than in the lower grades. Thus, since 1892 the increased attendance in the primary schools is about 5,000, or about 9 per cent.; in the secondary schools 6,500, or nearly 20 per cent., and in the



grammar schools nearly 8,000, or about 33 per cent.; while the increase in the higher schools is nearly 2,000, or about 66 per cent. This increased percentage of attendance in the higher schools is mainly due to an increased interest in higher education on the part of parents and pupils, though it is slightly affected by the lengthening of the course of study in the High School for Girls and in the Normal School.

There are some important facts derived from the comparison that deserve our attention. Among these are the disproportion of attendance in the lower and the higher grades of the elementary schools and the comparatively small attendance in the higher schools. Thus, for the school year ending 1896,  $42\frac{4}{5}$  per cent. of the entire number belonging were in the primary schools,  $27\frac{4}{5}$  per cent. were in the secondary schools,  $21\frac{1}{2}$  per cent. were in the grammar schools, and only  $3\frac{2}{5}$  per cent were in the higher schools. In the year ending 1897 there were about 42 per cent. in the primary schools,  $27\frac{1}{2}$  per cent. in the secondary schools, 21 1-48 per cent. in the grammar schools, and only  $3\frac{4}{9}$  in the higher schools, a slight increase of percentage in the higher schools. In other words, not including the kindergartens, which admit pupils under legal school age, about one-half of the children of the elementary schools are in the "primary grades," about one-third in the "secondary grades," and less than one-quarter are in the grammar grades; or about one-half of the children of the public schools attend school only the first two years; over three-quarters of the pupils of the elementary schools attend school only the first four years; and less than one-quarter of the pupils attend the second four years.

It is a surprising, and even a disquieting, condition of public education that about one-half of the children in the elementary schools get only two years of schooling. It is also an abnormal condition that the proportion of pupils in

the grammar schools is less than one-fourth of the entire number, so that over three-fourths of the children of the public schools obtain less than four years of schooling. One reason for it is the neglect, and another the cupidity, of parents. Children are taken out of schools to aid their parents to earn a livelihood by selling papers, running upon errands, etc. The new law of compulsory attendance will, no doubt, do much to remedy this evil. In a few years we may confidently expect the children who are in school in the second two years to be nearly equal the number in school the first two years, and the number in the grammar grades, also, to be largely increased. Again, while the number of pupils attending the higher schools is increasing, and has increased rapidly during the last few years, yet we are confronted with the fact that only about  $3\frac{4}{9}$  per cent. of the pupils of the public schools are in the higher schools. This is not as it should be. With the splendid provisions that Philadelphia is making for higher education, the number of pupils now attending the higher schools should be largely increased. In Boston the percentage attending the higher schools is over 6 per cent., and in several cities the rate is higher than our own. There is no reason why Philadelphia should be behind Boston in respect to the higher education of her children. The increased interest in higher education during the last few years promises to greatly increase the ratio of attendance in the higher schools in the next few years. The separation of the Normal School from the High School for Girls, and the establishment of commercial and classical courses, has largely increased the demand of girls for a higher education. The erection of a magnificent new building for the Boys' High School will stimulate a similar demand for a higher education among the boys of the grammar schools. This result of the increased interest in the

higher education has already been indicated by the increased number applying for admission to the higher schools at the June examination. In June, 1892, there were examined, for admission to the higher schools, 846 girls and 714 boys, of whom 701 girls and 441 boys were admitted. In June, 1896, there were examined 1,212 girls and 1,022 boys, of whom 1,147 girls and 967 boys were admitted. In June, 1897, there were examined 1,452 girls and 1,160 boys, of whom 1,237 girls and 915 boys were admitted into the higher schools. In 1892 there were only  $2\frac{1}{2}$  per cent. of the pupils in the higher schools; in 1897 there were  $3\frac{4}{5}$  per cent. in the higher schools.

From these facts a general idea of the growth of our school population and the need of more accommodations is obtained. It is seen that there is a gradual increase in the attendance upon the grammar and higher schools. With the efforts now being made to improve our elementary and higher schools and the growing interest in advanced education, we may expect, in a few years, a still larger increase of the number of pupils in the grammar schools and a largely increased percentage of pupils attending our high schools, which will necessitate the enlargement not only of grammar but also of high school accommodations.

#### IMPROVEMENT IN THE ELEMENTARY SCHOOLS.

One of the most prominent features of modern education is the improvement of the methods of primary instruction. Much of this instruction is necessarily oral, without the use of text-books, and a great amount of ingenuity has been expended in organizing the work in the different branches. This oral work is often showy, more so than the work in the grammar grades, but it also contains many features of excellence that are adapted to the needs and the progress of pupils.

Our primary teachers are largely in touch with these improvements, and have made much progress in their methods during the last decade. They have caught the spirit of modern instruction and have adopted many of the leading ideas of the newer methods in their work. We have teachers to-day in our primary schools who will compare favorably with the best in the country, and this exceptional skill is becoming each year more general.

#### IMPROVEMENT IN LANGUAGE TEACHING.

Especially has the work in language improved during the past several years. It has become less technical and mechanical, and is growing broader and more intelligent. The action of the Superintendent in removing instruction in technical grammar from the primary grades three years ago, forced the teachers into broader and more practical methods. And his course of lectures upon correct methods of instruction, and the publication of his "Suggestions on Teaching Language" have stimulated teachers into putting a new spirit into their language work. The use of "memory gems" in the schools, or the committing of fine passages of prose and poetry, has also done much to increase the linguistic taste and skill of the pupils. The establishment of small libraries in a number of the schools and the more general reading of books by the pupils have naturally resulted in an increased intelligence among the children and added to their skill in expression. This improvement was especially noticeable in the papers of the pupils at the last June examination, and was remarked by a number of the older and more experienced principals who took part in the examination.

This opinion of the Department is strengthened by the testimony of Professor McMaster, of the University of Pennsylvania, who two years ago examined the essays, written by

the pupils of our public schools, for a prize offered by one of the daily papers of the city, in which he says, "It seems but fair to commend the neatness, excellence of handwriting, good English and clearness of statement which were common to them all." The newspaper referred to gave similar testimony in respect to the improvements in the methods in language, saying, "Taking them all in all, the thought that marks the essays is evidence of a distinct advance in educational work. . . . The younger pupils, as Professor McMaster notes in the case of the Philadelphia contestants, showed greater ability all along the line, which is doubtless due to the enriching of the school courses, which have been so marked within the last five years."

But while there is a gratifying improvement in the language work, even the best teaching cannot make correct and intelligent writers of all the pupils of the higher grades. The lack of home culture and the environments of the neighborhood often interfere with the language culture to an extent that is really embarrassing. And so if we can reach a high average in this branch it is all that can be expected. In many schools such an average is now attained; and the effort is being made not only to continue the improvement in those schools, but also to cause this good work in language to become universal.

#### WORK IN ARITHMETIC.

I think there has been a marked improvement also in the teaching of arithmetic in many of our schools. I have taken special pains in primary grades to see that the work is made as concrete and practical as the mind of the child demands and circumstances will allow, so that pupils may have a real concept of numbers and numerical operations. Special care has also been taken that pupils shall know the

“elementary results” of the fundamental rules, and are ready in the mechanical operations of addition, subtraction, multiplication, and division. This requires a large amount of practice, but arithmetic is a calculus that must be mastered with mechanical and automatic skill to be of service in the business affairs of life. Of course, with the most thorough drill there will always be some pupils who will be careless and inaccurate, and I sometimes hear of pupils in the higher grades who do not know the multiplication table, but I believe such cases are exceptional.

Aside from this mechanical accuracy, the effort has been made to have the work in arithmetic intelligent, and a means of discipline in thinking. The introduction of “arithmetical analysis” in the new course in arithmetic has done something to improve the methods of arithmetical instruction; though this instruction is not yet so thorough in some schools as I should like it to be. A proper use of mental arithmetic gives the power of simple and clear analysis that is not only of disciplinary value to the mind but which also results in added intelligence in arithmetical operations. While I am not fully satisfied with the instruction in arithmetic, the examination last June indicated some very good work, as 55 girls and 76 boys obtained an average of 100, and 142 girls and 212 boys made an average of 90 and unwards, in arithmetic; and some of the problems were regarded as rather difficult for grammar grade pupils.

From my own observation and the testimony of my assistants I have reason to believe that the work of instruction in arithmetic has improved during the past few years; and I trust that our teachers will continue to improve in teaching this branch. One fact is quite encouraging, that in the examinations for promotion to the higher schools the pupils taught in our own grammar schools usually make



much higher averages in arithmetic than those who have been educated in schools outside of Philadelphia.

#### PENMANSHIP.

Three years ago, by permission of the Board, vertical penmanship was introduced into the schools, or, at least, arrangements were made to permit such Principals as desired to try the experiment, to introduce it. Many of our schools have tried it, and in nearly every case, so far as I have learned, with satisfactory results. It has given especial satisfaction in the primary grades; indeed, it has almost revolutionized the writing in these grades. Young children learn it much more readily than they do the oblique system. The testimony of teachers is that it is easily taught, readily learned, gives the pupil a more healthful attitude at the desk, and is to be valued for its legibility. The experiment was begun in the primary grades and has been gradually extended to the higher grades, into most of which it has not yet been fully introduced.

While there seems to be no doubt of the system in respect to the lower grades, the question has been raised in respect to its value with older pupils; that is, whether it is the handwriting best suited to the practical affairs of life. While opinion is divided upon this question, it seems to me that there is no good reason why it is unsuited to the higher grades or to the business world. It is a legible, beautiful hand, and can be written about as rapidly as the oblique hand. And, besides, there is a strong tendency for the assertion of individuality in handwriting, no matter what system is taught. Many pupils taught the oblique system in school use a vertical hand, or one nearly so, after leaving school; and so one taught the vertical hand can readily change it for a sloping hand, if desirable. While I am not fully decided

as to which is the better hand for business—experts on penmanship differ, and I am not an expert—I am convinced that it is better for beginners. This is the testimony of all who have tried it; and this is a consideration of weight; for, as more than three-fourths of the pupils of the elementary schools never enter the grammar grades, it would be a justification to adopt it in the primary grades, even if it were best to change to the oblique hand in the upper grades. Of one thing I am certain, and that is, that the experiment has greatly improved the penmanship of the schools, even in those grades where it has not been introduced.

#### HISTORY AND GEOGRAPHY.

The courses of instruction in geography and history in the elementary schools are not entirely satisfactory. The two subjects do not seem to be equally distributed among the several grammar grades, and the course in history, as indicated by the syllabus, enters into more detail than is profitable with young pupils. I have given the matter of the revision of the courses in these subjects considerable thought, but the task is quite a formidable one, and the attention of teachers has been occupied with so many changes and new ideas during the past few years that it was thought best to defer the matter for the present. Very good work is being done in both of the subjects, but neither the Superintendent nor the teachers are satisfied with the courses as they stand. The course in civics, or civil government, could be improved by distributing a portion of it in a more practical form throughout the primary and lower grammar grades; and I shall present this course, which is now nearly ready, to the committee at an early day. The revision of the courses in history and geography are also under consideration, and will be completed, if possible, during the present year.



## THE SYLLABUS IN PHYSIOLOGY.

The course in physiology, adopted by the Board some ten years ago, consists of a brief outline of the general topics usually presented in the elementary text-books upon the subject. The course is a satisfactory one, but it needed a syllabus to interpret it, or to indicate the special topics to be taught, and the amount of detail required. There had been considerable complaint about the indefiniteness of the course for several years, and the Superintendent recognized the justice of the complaint. Several syllabuses had been prepared and discussed by the Department of Superintendence, but they were unsatisfactory and were never published. Last year time was found to take up the matter, and a syllabus was prepared, adopted by the Board, and placed in the hands of the teachers. It has been well received by the teachers, and seems to have met their wants and made clear to them the scope and limits of the subject as required by the different grades in which it is taught.

## ALGEBRA IN THE ELEMENTARY SCHOOLS.

It has been the thought of prominent educators for several years that the course of instructions would be improved by the introduction of the elements of algebra in connection with arithmetic into the higher grades of the elementary schools. This thought was voiced by the celebrated Committee of Ten, of whom Dr. Eliot, President of Harvard University, was chairman, in its report on "Secondary School Studies," in 1892. In this report it is stated:—

"It is desirable, during the study of arithmetic, to familiarize the pupil with the use of literal expressions and of algebraic language in general. The teacher may advantageously introduce the simple equation in the study of

proportion, of the more difficult problems in analysis, and of percentage and its application. The designation of positive integral powers by exponents may also be taught."

In arranging an ideal schedule of studies for the elementary schools, the report of the committee provides for "arithmetic during the first eight years, with algebraic expressions and symbols and simple equations; no specific number of hours being recommended."

This report, which recommended other radical changes in the school curriculum, awakened a deep interest among American educators. So deep was this interest that the subject of "Elementary Education" was referred by the National Educational Association, in 1894, to a Committee of Fifteen, of which Dr. William T. Harris, Commissioner of Education at Washington, was chairman. This committee went over the entire curriculum of the elementary schools and made the following recommendations in respect to the introduction of algebra into the elementary schools:—

"It is contended that this earlier introduction of algebra, with a sparing use of letters for known quantities, would secure far more mathematical progress than is obtained at present on the part of all pupils, and that it would enable many pupils to go into secondary and higher education who are now kept back on the plea of lack of preparation in arithmetic, the real difficulty, in many cases, being a lack of ability to solve algebraic problems by an inferior method."

In a further discussion of the question, the report uses the following language:—

"Your committee believes that, with the right methods and a wise use of time in preparing the arithmetic lesson in and out of school, five years are sufficient for the study of mere arithmetic—the five years beginning with the second

school year and ending with the close of the sixth year; and that the seventh and eighth years should be given to the algebraic method of dealing with those problems that involve difficulties in the transformation of quantitative indirect functions into numerical or direct quantitative data."

Again, later in the report, the committee says:—

"The proposed seventh-grade algebra must use letters for the unknown quantities and retain the numerical form of the known quantities, using letters for those very rarely, except to exhibit the general form of solution or what, if stated in words, becomes a so-called 'rule' in arithmetic. This species of algebra has the character of an introduction or transitional step to algebra proper."

The opinion of this Committee of Fifteen, it will be seen, coincided with that of the Committee of Ten, that the elements of algebra should be introduced into the elementary schools in connection with arithmetic. Moreover, it was the opinion of the majority of the committee that the introduction should begin in the seventh grade or year of school work, and continue two years. In view of this recommendation many cities have introduced the elements of algebra into the elementary schools during the last few years.

I have watched this movement with much interest and with a feeling of responsibility to the schools of our city. If the movement is a good one my position as the adviser of the Board of Public Education requires that I shall call the attention of the Board to the matter and make a recommendation in respect to it. I know from experience as a student and a teacher the value of a knowledge of the elementary processes of algebra in the study of arithmetic. It is natural, therefore, that I should be in accord with the opinions of many other educators on this question. But there is always a feeling against a crowded curriculum and the requiring of

too much work on the part of teachers and pupils, and one hesitates to recommend changes of this kind that seem in themselves advisable. I have made no reference to the matter previously, because we had many other improvements that required our attention, as language, nature study, drawing, music, etc., and it is unwise to attempt to introduce too many new things at once, even if they are real improvements. The time, however, now seems appropriate that I should call the attention of the Board to this subject, and I do so in this report that it may have a careful and thorough consideration.

I believe that a course in the elements of algebra could be united with the course of instruction in arithmetic that would be an improvement to the present curriculum. This instruction would not only give pupils additional power in arithmetical processes, but it would also be of special value as an introduction to the subject of algebra as taught in the higher schools.

While I agree in general principles with the report of Fifteen—I was a member of the committee and am therefore entirely familiar with its thought—I do not agree with the recommendation of the report to discontinue arithmetic after the sixth school year. Neither would I, for the present, recommend the introduction of algebra before the eighth grade, or last year in the grammar schools, except that a few exercises in the solution of arithmetical problems in the seventh grade by the use of a single unknown quantity might be advisable. I believe a course could be arranged that would require but little more time than is now devoted to arithmetic alone, and that it would give to the pupils added skill in arithmetic itself. The course should include only the simple elements of the subject, such as the simple equation, the meaning and use of the ordinary symbols, the fundamental

operations, and some of the simpler operations in factoring. I commend the matter to the careful consideration of the Board.

#### SCHOOLS UNDER SUPERVISION.

For many years, in Philadelphia, all the Principals taught classes and were thus unable to supervise the work of the other teachers in the school. In 1884 the system of Supervising Principals was introduced, that is, of Principals who did not teach classes regularly, but gave their time to visiting the classes and directing the work of the other teachers. This was a great improvement and has done much to advance the work of the schools. No more important step in the history of elementary instruction in the city has been taken by the Board, and so valuable is this feature of our system that it should become general. This, no doubt, would have been the case years ago, but the matter has been left to the Local Boards, who have, in some cases, been tardy in recognizing the value of the system or in adopting it. In many cases the delay has been due to the desire of saving the positions of teachers who were Principals of small independent schools in the same building, which would have to be combined in order to make a school large enough to be placed under supervision. In many buildings there were at one time three or four independent schools, each with a Principal; and a number of these still remain. These cases are becoming less numerous by the resignation or death of the Principals of these small schools, and the day seems not far distant when all the schools in the city will be placed under supervision.

The Department of Superintendence, through the Assistants, has done much to persuade Local Boards to adopt the system of Supervising Principals; and the new rule of the Central Board on this subject will doubtless secure the complete adoption of the system at an early day.

## DUTIES OF SUPERVISING PRINCIPALS.

One of the most efficient means of the improvement of teachers is the work and influence of the Supervising Principal. An efficient Supervising Principal can do a very great deal to improve the work of his teachers, and this is one of his most important duties. He should know the merits and defects of every one of his teachers and should aim to correct their defects and develop more fully their merits. He should visit their classes, take notes of their work, and exemplify, when needed, the best methods of instruction. He should meet his teachers at least once a week for conference and special consideration of the interests of the school, and should hold a more formal meeting every month for a general discussion of educational principles and practice. He should encourage the teachers in their studies and professional reading, point out to them the best articles in the educational journals, and keep them informed in respect to the leading educational movements, both local and general. Every school should have a sort of "reading circle" and educational association, and the Supervising Principal should be its inspiration and guide.

A number of our Supervising Principals are distinguished for their efficiency in the training of their teachers. There are schools which have a special reputation for good teachers, depending not only on a more careful selection by the local Boards, but also upon the influence of the Supervising Principal and his skill in training his assistants. This, I repeat, is one of the special functions of the Supervising Principal. He should be a teacher of teachers. No matter how well the Normal School may do its work, it cannot make good teachers out of all of its graduates. They may get principles there, but the Normal School, like other professional schools, cannot give experience. There is no



opportunity for that continued practice, necessary to acquire high skill, in the class room. The art of teaching has to be learned by practice, under good example and guidance. It is the duty of the Supervising Principal to supplement the work of the Normal School and to give that guidance to practice that it may in time become efficient and artistic. Only when this is done have the Supervising Principals measured up to that high standard of duty that we have a right to require of them.

#### PHILADELPHIA HIGH SCHOOL FOR GIRLS.

The genius of modern civilization is symbolized in a system of public education. The crown of a system of public education is the public high school; and the brightest jewel in that crown is the high school for girls.

For centuries education was denied to women. Their aspirations for knowledge and culture were met with indifference, discouragement and even ridicule. Hypatia was dragged from her chariot and torn to pieces by a howling mob in the fourth century because she dared lecture upon the subjects of mathematics and philosophy. Francoise de Santoigne, who, in the sixteenth century, proposed to establish a school for girls, was examined by a committee of learned men to see whether she was not a fit candidate for a lunatic asylum.

Every new privilege of education for women has been secured by a struggle against prejudice and opposition. There was no argument of which the imagination could conceive that was not arrayed against the higher education of women. Education would unfit them for social duties; education would mar the refinement of manners and character; education would make them self-reliant and thus turn their attention from wifehood and motherhood; education would

make them too independent in the marriage relation and diminish man's prerogative of authority and control; education was unsuitable on intellectual grounds, as the intellect of women was inferior to that of man. The doctor said education is unsuited to woman on physiological grounds. The preacher said woman is the weaker vessel and should learn from her husband at home. The professor said academies and colleges were organized for boys, and girls should not be permitted to enter them. College boys said girls in the class room will interfere with some of their masculine privileges and should not be tolerated there.

But notwithstanding these objections and prejudices, public sentiment has gradually developed in the direction of free education, regardless of sex and circumstances. Colleges and universities are gradually opening their doors for the admission of women to the same educational privileges as men. It is true that they may merely annex them for a while, as at Harvard University, or admit them only to biological courses, as at the University of Pennsylvania; or vote against their admission to final degrees, under the influence of a mob of collegiate students, as recently at one of the two great universities of England; but the leaven of free education is working, and the nineteenth century will leave but little for the twentieth century to do in the extension of the privileges of education to women.

This modern tendency towards an inevitable result is expressed in the Philadelphia High School for Girls, with its new course of study adopted a little more than four years ago. Here a young woman can now fit herself for the business office or counting room, and thus be able to exercise some choice in respect to her position in life. Here she can fit herself to enter upon the study of teaching in the Normal School, and thus qualify herself for the education of the



rising generation. Here, if she has the aspiration for higher education, she can prepare herself for college and thus lay the foundation for the higher intellectual attainments of the times.

In all this work the Philadelphia High School for Girls is taking high rank. Many of the students of the last graduating class were found prepared to report the proceedings of the commencement for the leading newspapers of the city. A large number of them showed such broad scholastic foundations that they promise to give us a higher standard of culture among the teachers of the city. From the classical course, which graduated its first class last year, there went up to Bryn Mawr College, for examination, a number of young women, all of whom showed the very highest qualifications, and one of whom won the first rank over all competitors.

This demonstrates the intelligence and thoroughness of the work done in the school and the excellence of its curriculum. But may I not add that it also demonstrates the intellectual ability of the girls of Philadelphia to achieve these high results. We need bright students, as well as good teachers, to reap the fruits of scholarship; and facts show that the Philadelphia High School for Girls abounds with bright intellects that will give honor to the school and the city. As an example of what Philadelphia girls can do when they have the opportunity, I remark that about two years ago a graduate of the Normal School was awarded a Simon Muhr scholarship for Bryn Mawr College. She had never studied Latin, German or French, and some of the other branches required for admission; but with an ambition born of genius she went to work to prepare herself in these branches, and in eight months she had completed her task and passed a most creditable examination in the studies required.

Last summer this school began, under a new administration, a new career of excellence. Nearly five years ago its course was remodeled, and for a year it was carried on by Professor Fetter, whose many years of service had done a notable work for the education of the teachers of the city. Upon his resignation the choice of a new Principal fell upon Dr. Wight, whose experience and special fitness for the work placed our High School among the very first in the country. Robbed of his valuable services by New York, who, in the reorganization of her schools, sought for the best High School Principal in the country, we were obliged to look for another to carry forward the work he had so well begun. And we did not need to look long, nor far away, for a new Principal, for we found one in our own city, a product of our own public schools, a graduate with honors in one of the great universities of the land, one who has already shown his fitness for the position and the wisdom of the Board in his selection. There can be no doubt that the Philadelphia High School for Girls will continue its bright career under the direction of Prof. Wm. D. Rorer and his able and accomplished faculty.

#### THE COLLEGIATE EDUCATION OF YOUNG WOMEN.

The establishment of a classical course in the High School for Girls, in which young women have the opportunity to prepare for college, opens up another educational problem in our city, which is, how shall the opportunity of a collegiate education be afforded them? Parents who are wealthy can send their daughters away from home to any of the leading colleges that admit women. Girls in families of slender means, and in many cases such girls are the brightest in their classes, will be denied such a privilege. Through the

liberality of Bryn Mawr and two or three organizations in the city a half dozen or more of the graduates of the High School are in Bryn Mawr College. With the additional scholarships secured from Councils, by Mr. Gratz, with the laudable desire of securing the privileges of higher education to the youth of the city, an additional number of young women can be sent to that excellent institution. This is a privilege that cannot be too highly prized by our city. There are some young women, however, whose means are so slender that they will not be able to avail themselves of these scholarships at Bryn Mawr, as they do not provide for maintenance. Besides this, in a few years the number who will complete the classical course in the High School will be so large that we shall need more ample accommodations than that institution can afford. The question will then arise, what arrangements can be made for a collegiate education for these young women, and especially for those who desire to remain at home while pursuing it?

At this question our minds naturally turn toward the University of Pennsylvania. Will it not be possible to effect some arrangements with that institution by which it will provide for the collegiate training of some of the graduates of the High School for Girls? Of course the prejudice against co-education in Philadelphia is too strong to expect that any arrangement could be made at present to admit these young women into the academic course with young men. Whether this prejudice is reasonable or not, it exists, and cannot be ignored. Many of us believe with President Thomas of Bryn Mawr, that separate education for men and women cannot ultimately prevail; "and that it is a mad waste of educational endowments" and of "scholarly power" to educate them separately; but Philadelphia is not ready for co-education at present. It may be, however, that the University

will, before many years, see its way clear to establish a collegiate course open to women, somewhat as Harvard has done in her annex, or Radcliff College. I have suggested such an arrangement a number of times in public addresses, and it seems to me a feasible proposition. If the desire for a higher education on the part of the girls of the public schools is properly nurtured, as I believe it will be, in a few years there will be a large number of young women who will demand an opportunity for a collegiate education. The University of Pennsylvania, rather than some new institution in the city, seems the proper centre for such educational privileges. It is providing for the education of our young men; why should it not do as much for our young women? If a number of the influential women of the city, whose interests are identified with the University, would take up this matter I feel assured that the authorities of the University would unite with them in making arrangements to provide every aspiring young woman in the city with the opportunity of a collegiate education. We shall thus provide for the higher education of the "worthy poor" as well as the "earnest rich," as expressed in the felicitous words of our President in his recent address before the University.

### THE PHILADELPHIA NORMAL SCHOOL.

The Philadelphia Normal School is measuring up to the high standard anticipated when it was separated from the High School and made a distinct institution. Its building is one of the finest normal school buildings in the world, and its equipment is the admiration of all who have visited it. Its work is in accord with its building and equipment, a work to be commended by all who become familiar with it. It puts itself in touch with the leading ideas of the age and

aims to represent and inculcate the best educational thought of the times. Its teachers are earnest and progressive and are inspired with the laudable motive to make their school a model of its kind. Its Principal, Mr. Cliff, is not only a wise and efficient administrator, but by his prominent and active connection with the Educational Club and "The Teacher" he makes his building and school a centre of educational interest in the city. The work in the laboratories attracts wide attention and is the admiration of all who have a knowledge of it. The courses in natural history and nature work are doing much to prepare teachers for the concrete work demanded by the elementary schools. The work in the philosophy of education and the principles of culture and instruction, though less attractive to the unprofessional eye, but which lies deeper, giving the teacher a grasp of educational doctrine and arming her with originaive power, is also receiving that attention which it deserves. The reorganization of the kindergarten department, with its higher standards of qualification, promises to put into the public kindergartens of the city a superior class of teachers. In its School of Practice it has the opportunity, under certain limitations, of trying some educational experiments whose outcome may be utilized in the elementary schools of the city. The necessary restriction of the number of pupils that can be admitted after 1900 also promises to give only the highest talent and best scholarship to the elementary schools. Taken all in all, I do not know of a normal school anywhere that is so well equipped for its work and so well adapted to be a centre of educational influence as the Philadelphia Normal School for Girls. I would enter more fully into a discussion of its work, but I have treated it so fully in previous reports that this passing notice is all I need to present at this time

## BOYS' CENTRAL HIGH SCHOOL.

Everyone connected with our public school system cannot but feel a deep interest in the Boys' Central High School. Standing, as it does, at the head of our public school system, with its past history so honorable, with the great advance it has made during the last decade, and the promises of the future, when it shall occupy its splendid new building, it is a part of our system that justly awakens our enthusiasm and pride.

In each one of my annual reports and in various addresses, I have referred to its splendid achievements and have made suggestions for its improvement. In my report for 1893 I suggested, for the consideration of the Board, among other things, the following: First, the establishment of a year's preparatory, or sub-freshman course; second, some modifications of the present courses of study; third, the establishment of a commercial course; fourth, the adding of one year to the School of Pedagogy, making it a two years course, etc.

In my report for 1896 I recommended that two years instead of one be added to the present four years' course, making the entire course to consist of six years. The words used were: "Such an addition, taking into consideration the thorough preparation in English branches now being given in our grammar schools, in many respects superior to that of the ordinary secondary schools, will afford the equivalent of a complete preparation for entering upon a four years' collegiate course. A six years' course, properly pursued, will give as full a collegiate education as is required by the age, and equal to that given by a majority of the colleges in the country."



A detailed argument was then presented to show the importance of this addition, and such objections answered as might naturally be urged against it:—

If it is feared that the addition of these two years to the course might diminish the number of students, it is suggested that this result would be but temporary, if it should occur at all. The growing demand for a higher education among our people—a demand which will increase from year to year—would also operate to furnish it with students. Public sentiment has already been tested in this direction. Four years ago it was thought entirely impracticable to establish a two years' course for the School of Pedagogy; but the necessity of such a period of study became so apparent that another year has been added to the course by recent action of the Board. Three years ago the course of the Normal School was lengthened one year, and the increased course did not diminish the number of students. At that time it was thought inexpedient to require more than a three years' course of preparation for the Normal School, but recently the Board has decided to add an additional year to the general course of the Girls' High School as preparatory to entering the Normal School, thus giving a six years' course to the graduates of the grammar schools who desire to fit themselves for teaching; and there is no doubt that the number of applicants to enter the Normal School will then be greater than the accommodations will admit. There is a growing interest in higher education among the Principals and teachers of the elementary schools, which will increase as the years go by and largely add to the number of pupils completing the grammar school course to enter the higher schools. Through lack of proper stimulation as well as opportunities, too few of the children of the city complete the grammar schools and enter the higher schools. Our records show that only  $3\frac{3}{4}$  per cent. of the pupils of the public schools were enrolled in high schools last year. There should be at least double this number, and the influence now at work in our city will, in a few years, largely increase the percentage.

In this report permit me to renew the recommendations of adding the two years to the High School course. I believe that public sentiment is growing in that direction and will sustain the Board in such action. President Thompson has recently endorsed this proposition, and the views of so eminent a scholar and educator at the head of the institution are worthy of serious consideration; and President Huey, in his recent able report, presents a strong plea for it. It is believed that it is only a matter of time when such action must be taken by the Board; and next autumn, when

the school goes into the new building, would be a suitable opportunity to inaugurate the change. If it is thought to be too radical a movement to add two years at once to the course, the change might be made gradually, as in the Girls' High and Normal Schools, in which we added one year to the course in the Normal School in 1892 and then another year to the High School general course in 1897, making in all an addition of two years in the course that graduates the teachers of the city from the Normal School; but it is believed that it is entirely practicable to add the two years immediately. It is a gratifying fact that there is a growing interest in higher education on the part of the public; and the standards of the past will not satisfy the demands of the future.

#### A COMMERCIAL HIGH SCHOOL.

In my report of 1892-3, I recommended the establishment of a commercial course in the Central High School. In my report for 1896 I gave a detailed discussion of the value of a Commercial High School to Philadelphia, without indicating whether it should be a separate institution or a department of the High School. This recommendation was received so favorably by the Board that a committee was appointed to take the matter into consideration. Subsequently another report was made to this committee, printed in the Journal of May 11, 1897, in which reasons were given in favor of a separate institution. Some of these reasons are as follows:—

In advocating a commercial school in my annual report, I avoided the question whether such a school should be a separate institution or a department in some one of our higher schools. That the former plan has many considerations in its favor cannot be doubted. There will be an interest and an efficiency in an independent school that cannot be given to it when connected as a department of one of our high schools. Organized as a department of any one or more of our higher schools, it would be (or might be) regarded as merely incidental and would be overshadowed by the other



departments, whose main purpose is culture in quite different directions. I would advise the committee, therefore, to exert their influence toward the establishment of a separate school for the training of young men to commercial pursuits. If this should fail, then, as better than no school at all, the propriety of making it a department of some one of our higher schools can be considered. The only argument for this latter plan is that of economy, and in so important a movement it is a question how far economy should be considered. The wisdom of a separate school is shown in the success of the manual training schools established in 1885, which from most insignificant beginnings have grown into two large institutions, because they met a public demand. To-day there is an absolute demand for commercially trained young men to enter the field of business, and the establishment of a commercial school will tend to increase this demand, so that in a few years the halls of the school will be crowded with pupils.

The committee, in its report to the Board, recommended the establishment of such a school, and that a request for an appropriation of \$35,000 should be made to Councils for this purpose, which was unanimously approved by the Board. Councils, however, with so many demands upon them for money, could not see their way clear to grant the application for this appropriation. And now the question is, shall the movement be abandoned or shall it be taken up in the form originally proposed? In view of the great advantage that such a school would be to Philadelphia, if it is impossible to obtain the money for a separate institution, and in the present state of school finances it seems improbable, would it not be best to organize a commercial department in the Boys' High School, as was done four years ago in the High School for Girls? New York, incited apparently by the movement begun here, provided for such a department in the reorganization of her high school system last year, and it would seem that Philadelphia should carry out to a successful issue the movement which she inaugurated. The President of the Board, Mr. Huey, in his recent admirable report, has given such clear and cogent reasons for the establishment of such a course in connection with the Boys' High School that we may regard the matter as assured.

But if a commercial course should be established in connection with the High School, permit me to suggest that it should be organized in a manner to insure its success. First, there should be placed at the head of the department a person familiar with the subject of commercial education, a man with tact and fine executive abilities, and one who has not only faith in the value of the work, but an enthusiasm for it. In addition to such a head there should be two or three special teachers of commercial methods, business forms, commercial law, transportation, banking and exchange, etc. These branches, and others that may be named, are distinctive in their nature and should be taught by those who have been specially trained for the work or have a special aptitude for it. Some of the branches in the commercial department will be common with those of the regular school and can be taught in the regular classes by the professors already teaching in the school. But it will not be wise to put the distinctively commercial branches under the instruction of the regular teachers, thinking that this will answer the purpose. To do so would doom the school to failure at the very outset. The School of Pedagogy languished and was far from satisfactory until one professionally trained in pedagogy was placed at the head of it; and a commercial department, differing more widely from the scholastic and scientific departments than even that of pedagogy does, without specially trained men as instructors in a number of the branches, will be doomed to failure at the very beginning. Properly equipped and conducted, a commercial department in the Boys' High School can be made one of the most useful and popular institutions in Philadelphia. The work of its graduates in extending the trade of the city to our Spanish-American neighbors in Mexico and South America will be of almost inestimable value to the business interests of the

community. Commercially trained young men are one of the needs of the day; and there is no doubt that every bright young man who may be graduated at the school and who has a natural aptitude for business could secure immediate employment with some of the leading business houses and manufacturing establishments of the city.

It should be borne in mind, too, what exceptional facilities we have in Philadelphia for conducting such a school. Here is the Commercial Museum, where the products of nearly every country in the world may be seen and studied. Here is the Philadelphia Bourse, where the actual business methods pertaining to exchange may be observed. Here is the Pennsylvania Museum and School of Industrial Art, where the processes of manufacturing can be studied in all their details. All these institutions, and others, may be used as schools of observation in connection with the regular class-room instruction at the High School. There is no city in the country in which the conditions for supplementary and co-ordinate instruction in business and commercial methods are so favorable as in Philadelphia, and a school such as we have in mind would in a few years become one of the most popular in our midst.

### THE SCHOOL OF PEDAGOGY.

The School of Pedagogy, organized in the autumn of 1891, was designed to afford an opportunity for the graduates of the Central High School to qualify themselves for teachers in the public schools. The course of study in the science of teaching prepared for the school was as follows:—

I. Methods of Culture.—(1) The general nature of the mind; (2) the general nature of culture; (3) methods of cultivating each power.

II. Methods of Instruction.—(1) The nature of knowledge; (2) the nature of instruction; (3) methods of teaching each branch.

III. School Economy.—(1) School buildings; (2) school organization; (3) school employments; (4) school governments; (5) school authorities.

IV. History of Education.—(1) Asiatic education; (2) Greek education; (3) Roman education; (4) mediaeval education; (5) education in the Renaissance; (6) modern education.

The course in the art of teaching, as presented in the report to the committee and approved by the Board, was stated as follows:—

“The course in the art of teaching is divided into two parts: first, observation of good teaching; and, second, actual teaching in a school of practice. In the former the student will have an opportunity to see the application of the principles he has learned in the theory of teaching; in the latter he can learn to apply these principles himself.

“In the course of the art of teaching students will be required to visit schools of different grades and observe the work of skilful teachers, taking notes of their work and writing comments upon and reviews of the same. In addition to this, they will be required to do actual teaching in schools of practice, under the supervision of competent teachers, who will observe and criticise their work.”

The Board of Public Education, having limited the period of instruction to one year, it was possible for the students to take only a part of the course of training prepared for it by the Superintendent. It was soon found, however, that a year's course was entirely inadequate for the preparation needed to qualify the young men for their work,

and the Board wisely decided to increase the course to two years. The next thing needed was a recognized head to the school, to organize and unify the work of instruction and give it that direction and inspiration necessary for the education of teachers. This defect was remedied two years ago by the placing at its head a gentleman possessing special fitness for the work, who has already, by his professional zeal and ability, demonstrated the wisdom of the Board in his selection.

Another defect of the school, as at first organized, was the absence of any opportunity to observe good teaching in the branches to be taught in the elementary schools. Last autumn, however, arrangements were made for the students to visit certain grammar schools to observe the work of the teachers, such observations to be discussed in the light of the principles of instruction previously learned in the theory of teaching. It is possible that some additional arrangements could be made by which practice could be had in these schools; but the lack of this is not so great a defect, as but little time could be devoted to such work, and also since the art of teaching and managing a class must be learned by actual experience in the class room.

The School of Pedagogy is now thoroughly organized in accordance with the true ideal of pedagogical training, and promises to educate a body of cultured and accomplished young men, thoroughly qualified for the positions to which they may be elected. From this body in time will come the Principals and Supervising Principals of our schools, a cultured class of scholarly men who will give honor and dignity to their positions and to the profession which they represent. My advice to them has been not to stop with their present qualifications after graduating, but to take up the course of scholastic and pedagogical training at the



University of Pennsylvania, and thus aim to qualify themselves for the highest position within the gift of the Board of Public Education.

#### THE MANUAL TRAINING SCHOOLS.

The Manual Training Schools of Philadelphia have a national reputation. They are a credit to our public school system, and have done as much to give credit to Philadelphia, educationally, as any schools connected with our system. I have spoken of their work in detail in previous reports, giving their origin and history, and can refer to them but briefly at this time. I call attention to the recommendations made in my report of 1896, namely, first, that some arrangements are needed to improve their accommodation; second, that the course of study should be extended from three to four years; and, third, that the name should be changed to indicate the true nature of their work and their relation to our educational system. They are really high schools, and it would seem appropriate that they should be called by some name that would indicate this fact. The intelligent reports of the Principals, Mr. Sayre and Mr. Willard, are well worth reading, and indicate the excellence of the work they are doing.

The James Forten School is also, under its wise supervision, doing a work that is worthy of high praise. The Industrial Art School, with its improved curriculum, is showing fruits that are creditable to its Faculty and Principal. Both of these schools have been so fully treated in previous reports that nothing need be added at this time.

#### THE PUBLIC KINDERGARTENS.

The kindergarten system was introduced into Philadelphia by Miss Anna W. Hallowell, now a member of the Board of Public Education from the Seventh Section.

Through her influence money was raised to defray the expense, and the consent of the Board of Public Education was obtained to use an unoccupied room in one of the school buildings. The first free kindergarten in the city was opened on October 6, 1879, nearly twenty years ago. In June, 1880, a second kindergarten was established; and in the following October a kindergarten for colored children was organized in the Progressive Working Men's Club, on South Eleventh street, and soon after another in the Church of the Crucifixion, at Eighth and Bainbridge streets.

In 1881 an organization, known as the Sub-Primary School Society, was incorporated to take charge of the kindergartens of the city. Monthly meetings were held; additional kindergartens were opened, and in 1884 the labor had become so great that Miss Hallówell, who was the leading spirit in the movement, required an assistant, and Miss Constance Mackenzie, a kindergarten teacher who had shown unusual fitness for the work, was selected. The success of the movement was so pronounced that it was decided to make the kindergartens a part of the system of public schools, and on January 20, 1887, they were formally transferred to the Board of Public Education. The system has developed to such an extent that there are now 135 kindergartens in operation, with 180 kindergarten teachers and 5,964 kindergarten children, costing the city last year \$98,172.88.

On the transfer of the system to the Board of Education, Miss Mackenzie was retained as Directress, which position she filled until her resignation, in 1897; and it was to her intelligent grasp of kindergarten principles and her tact and enthusiasm in the work that the success of the movement was largely due. Upon her resignation in 1897, Miss Anna W. Williams, the accomplished teacher of kindergarten philosophy in the Normal School, was elected as her successor;

and the executive ability already shown by Miss Williams, in addition to her intellectual equipment for the work, proves that the choice was a wise one, and that the standing of our kindergartens will be fully maintained.

The object of the kindergarten, as is well known, is to provide an education for children between the ages of four and six years. The fundamental principle upon which the system is founded is that education should be shaped by the nature of the child, and that this nature is indicated in the spontaneous activity of the child which we call "play." That this is a correct principle cannot be doubted. The play of a child properly studied and interpreted is seen to be full of interest and significance. In a child's play the thoughtful observer may read its intellectual life and determine its future character. But play is not only a mirror of the child; in it is found the entire philosophy of primary education. The external manifestation of play is physical activity, the motor element of child life. Always restless, never weary, active all day long from early morning; indeed, there is energy enough put forth in a single day by the children of four years old and under, in Philadelphia, to run any one line of trolley cars in the city. But this is only the external revelation to the eye. Back of this activity, and without which this motor action would be impossible, is the energy of the mind—the thought, the feeling, and the will. It is mind that stands behind muscle and puts it into action. The busy hands, always in "mischief," would be inert without the active mind that moves them. The child thinks, as it were, with its hands, and mentality seems almost to live in the child's finger tips. Then the eye that never misses a novel sight, the ear intent on every new sound, the judgment that compares and measures in ways numerous and surprising, the taste for beauty of color, form and sound, the choice of



alternatives and the strength of will to carry out the choice—all this is involved in play, one of the most wonderful things in the world. It is nature's own method of developing children in every age and country.

At the centre of all this marvelous phenomenon is the principle, so often forgotten by teachers, the principle of self-activity. This principle of self-activity lies at the foundation of all correct instruction. It was this principle upon which Froebel founded his system of the kindergarten. The failure to realize the self-activity of the child is the rock upon which primary teachers, either in or out of the kindergarten, have so often split. A child cannot be forced to play; play must be spontaneous or it is no longer play. Neither can a child be forced into an education. The work of the school room should be as spontaneous as the activity of the child on the play ground. When the teacher knows how to secure this she has the key to correct instruction, either in the kindergarten or the primary school.

A second principle of the kindergarten, recognized as necessary in all primary education, is that culture is more important than instruction. The fundamental idea of Froebel was the development and training of the powers of the child. The idea was growth in accordance with the child's nature—a fact implied in the name of his method of education. The kindergarten is a place for growth, the growth of children, as the garden is the place for the growth of plants. This growth is to be universal, covering the entire nature of the child; a development of every activity—physical, mental, and spiritual. The hands are to be trained to dexterity in manifold ways; the senses are to be awakened into activity and directed in their growth; the judgment is to be called into play and aided in its development; and the aesthetic, ethical, and social nature of the child is to be

unfolded and strengthened. Young kindergartners, like primary teachers, sometimes measure their work by the amount of knowledge they communicate, the number of facts their children can state, the numbers of colors or flavors or perfumes they can name, the number of bones they can locate or distinguish by their technical terms, the astounding feats of memory they can exhibit. This is instruction, rather than culture, and tends to stunt the mental growth rather than to assist it. We endeavor, therefore, to impress our kindergarten teachers with the fact that education is not learning, and that the fundamental idea of the kindergarten is education.

The kindergarten aims to arouse and direct the intellectual nature of the child. In this it joins hands with nature, as indicated in the spontaneous activity of the child. It aims to direct its sense of sight and hearing, to stimulate its attention and judgment, to train its lisping tongue to correct linguistic expressions, and to cultivate correct habits of mental activity in general. Its fundamental aim is not to teach the child so many new facts, but to lead it to observe for itself and to make its own comparisons and draw its own inferences. All this work is so closely allied to the natural intellectual activity of a child that the question has often been raised as to the relative superiority of the kindergarten child in the first grade of the primary school as compared with the child of the same age who has developed under the impulses of nature. We have no statistics with which to make the comparison, though it would be an interesting investigation; but we should expect the kindergarten children to show more mental acumen and to stand higher in their classes than children not thus trained, and at the end of one or two years to be in advance of the child of the same age who was not trained in the kindergarten.

The kindergarten also aims to unfold the aesthetic nature of the child. It assumes that beauty is a divine presence in the world and may be used as one of the ladders by which the soul of childhood rises upward toward the pure and heavenly. It thus aims to surround the child with a tasteful school room, adorned with pictures and flowers, attunes its voice and heart to the beauties of song, and fills its memory with gems of literature in which taste and refinement predominate. It teaches grace of manner and politeness of behavior and those little acts of kindness and good will that do so much for the amenities of society and of life.

But above all it aims to develop the moral and spiritual nature of the child. It takes the children out of coarse surroundings, so often found in our large cities, and places them in school rooms of taste and refinement. It removes them from the immoral influences of the street and brings them in contact with purity and virtue. It gives them new ideals of conduct, of behavior, of social relations, of actions toward one another. From the scolding tongue of a fretful mother, from angry contention of neighbors, from vulgar sights and associates around their homes, they are brought in contact with words of kindness and the living interest of a sympathetic teacher. The contrast is often as great as that between darkness and light, and it is these moral influences that mould the taste and guide the will, and that go to make up the future character of the child. It was said, "to know Lady Hastings is a liberal education;" and so for the children of many parts of the city to come, at the impressionable age of four and five years, into contact with a refined and cultured kindergarten teacher is a blessing to it, morally, beyond estimation. The kindergarten is thus a nursery of morality to the child, a place where is being formed that subtle and intangible

something we call character; and this it seems to me to be its highest function.

But as valuable as is the mission of the kindergarten in an ideal system of education, the practical question that confronts the Board of Public Education is to what extent shall they be multiplied? With 8,000 children on half time and, perhaps, 10,000 or 15,000 children on the streets, whom the compulsory attendance act should place in our schools, and the financial condition of the city such that Councils cannot provide sufficient accommodations for children of legal school age, it is natural that the Board should hesitate for the present in the establishment of additional kindergartens. It is thus a serious question whether the number should be increased until provisions are made for the accommodation of all the children of legal age. In this connection I would repeat a suggestion previously made, that kindergartens in buildings in which there are Supervising Principals should be placed under their supervision.

During the past month the National Kindergarten Union held its annual meeting in Philadelphia, which proved to be one of the most successful meetings in its history. The meeting was attended by the most distinguished representatives of kindergarten education, such as Miss Susan Blow, of St. Louis; Miss Lucy Wheelock, of Boston; Miss Anna E. Bryan, of Chicago; Madame Kraus-Boelte, of New York, etc. The arrangements for the meeting were complete and satisfactory, and reflect credit upon the local committee, at the head of which was Miss Anna W. Williams. The Association was welcomed to the city in an exceedingly interesting and appropriate address, by Samuel B. Huey, Esq., President of the Board of Public Education, in which he spoke of the high standing of Philadelphia in all educational movements, and paid a high tribute to Miss Hallowell, who

introduced the kindergarten into Philadelphia, and through whose influence it became a part of the system of public education. Addresses of welcome were also made by Principal George H. Cliff, and Mrs. Mary E. Mumford, and the Superintendent of Public Schools.

The addresses at the meeting were as follows: "The Meaning of Infancy and Education," by Dr. Nicholas Murray Butler, Columbia College, N. Y.; "Religion in the Kindergarten," by Dr. Lyman Abbott, Brooklyn, N. Y.; "Practical Problems in the Kindergarten," by Miss Susan E. Blow; "The Kindergarten as a Psychological Laboratory," by Dr. Lightner Witmer, of the University of Pennsylvania; and "Froebel as a Philosopher," by Mr. James S. Hughes, Superintendent of Schools in Toronto, Canada. The meeting awakened a deep interest among the friends of the kindergarten movement in our city, and was largely attended by the teachers of the public schools and by the educational public.

#### THE EXAMINATION FOR PROMOTION TO THE HIGHER SCHOOLS.

One of the most responsible duties of the Department of Superintendence is the June examination of the pupils of the grammar schools for promotion to the higher schools. The present system is the result of the experience of some twelve or fifteen years, an outline of which is here presented. The work is one of considerable magnitude, consisting of the preparation of questions, the arrangement for the place of meeting the candidates for examination, the selection of committees to examine and mark the papers and tabulate the results, the preparation of an accurate list of successful candidates and their timely notification, etc.



In order to give unity to the work one Assistant is selected to organize and take general charge of the examination, arranging the dates, selecting the committees, etc., all, of course, subject to the approval of the Superintendent. The questions are prepared by the Assistant Superintendents, all of whom have been teachers in and Principals of grammar schools, except the Director of Drawing, and four of whom have been teachers in the higher schools. These questions are prepared with great care, the object being to keep within the limits of the course and yet make the questions sufficiently difficult to be a real test of the qualifications of the candidates to enter upon a higher course of study. Each Assistant Superintendent is assigned a particular subject in which to prepare the questions, and of which he takes charge during the examination. As each Assistant has the questions of his own subject completed they are submitted to the other Assistants for suggestion or criticism; the matter, the limits, the expression, all being subjects of criticism. After the Assistants have passed upon the questions they are submitted to the Superintendent for his suggestions and approval.

In the preparation and discussion of these questions great care is exercised to maintain absolute secrecy. The printing of the questions is done in the office of the Superintendent, under the supervision of one of the Assistant Superintendents, whose duty it is to guard against the possibility of their being made public. After a sufficient number of copies are struck off the type is immediately distributed, and the Assistant in charge retains possession of the papers until the morning of the examinations on each subject, when he delivers to the Principals of the several high schools, where the examination takes place, the exact number of copies required for the number of pupils being examined at each school.



When the children are assembled these copies are given to the instructors having charge of the respective class rooms, and through them distributed to the pupils. The time allowed the pupils for the examination is from 9 until 2 o'clock daily. At the close of the day's work the papers prepared by the pupils are collected and sent to the Superintendent's office, where they are taken in charge by one of the Assistant Superintendents, who arranges them in packages of fifty each, and on the following day delivers them to the committee on that subject, for examination and marking.

The children to be examined must first be certified by the Principal of the school which they have attended that they have been in the grade not less than five months, have completed the studies of the grade, and in the judgment of the Principal are prepared to enter on the work of the higher schools. On a given morning, generally the day before the examination begins, the candidates assemble at the buildings in which they are to be examined, and are divided into classes and assigned to rooms. Numbers are assigned to them in a way that makes it almost impossible for pupils of the same school to be seated near one another. A numbered card is given to each applicant, which is to be filled out with the name of the candidate, his age by September 1st of the current year, the school and section from which he comes, and the course he wishes to pursue. These cards are at once collected and sent to the Superintendent's office, where they are placed in charge of the tabulating committees, which are composed of members of the faculties of the higher schools. A second card is handed to each candidate, giving them full directions in respect to the preparation of their papers and the rules to be observed during the course of the examination. The papers upon which the answers are written must be marked with the number assigned the candidates, so that

the credits can be given to the proper pupils after the results are tabulated. Not until the examinations are concluded and the marking by the examining committees completed are the numbers on the papers compared with the cards that have been filled out; so that, until the whole of the work is completed and tabulated, it cannot be known which pupils have been successful and which have failed. The candidates are known by numbers only during the entire examination and marking of papers and the tabulating of results, and the names are not attached until all this is completed.

The whole number of examiners last year was about 120; and they were divided into committees, the number of members on each committee being equal to the number of questions asked on any one subject. Each one of these committees works under the general supervision of one of the Assistant Superintendents. Each examiner is assigned one question, and marks the answer to that question only, so that the marking, so far as possible, shall be uniform throughout. After the papers are completely marked, the marks are carefully summed up, and are then given to the tabulating committees for permanent record on sheets prepared for that purpose.

The magnitude of the work will be readily appreciated. Last year there were 2,632 candidates examined in seven branches, making 18,424 papers to be examined and marked. The entire number of questions to be examined and marked, not including drawing, was 126,236. In arithmetic there were ten questions to be marked for each candidate, making 26,320 in all. In language there were twelve questions for each candidate, making 31,584 questions in all. The committees marking arithmetic and language consisted of twenty persons each, divided about equally between the papers of the boys and the girls. These committees were composed of

Principals of the grammar schools and teachers in the higher schools. Each member of the committee marked the same question in all the papers, thus marking over 1,300 questions in a day. Different members of this committee add up the marks of the papers to find the average obtained by each candidate on that subject. In addition to this there is a committee, or rather three committees, on tabulation or transferring the marks from the papers to the permanent records. This latter committee is composed entirely of members of the faculties of the higher schools.

As the examination proceeds and the marks are recorded the Assistant in charge observes the results, and if there are close minimums, or very high averages and minimums not quite so close, he asks the examiners to look over the papers to see whether any mistakes have been made, and if any mistake or omission is found the correction is made. This care to prevent mistakes is taken in justice to the pupils, for since the examination is necessarily done under great pressure, as may be seen by the number of questions to be examined and marked, it is possible for errors to occur either in summing up the results, or in transferring them, or even in marking the papers, since the element of judgment often enters largely into the marking. It also serves to protect the department from the charge of carelessness after the results are announced; the friends of unsuccessful candidates asking to look at the papers, often questioning the marking and even requesting that it be submitted to outside parties for adjudication. The fact that so many cases which might be regarded as doubtful having been carefully re-examined is an additional guarantee of the correctness of the result.

The pressure upon the department, after the examination is completed and the results are announced, by relatives and influential friends of unsuccessful candidates who call

at the office asking to have papers re-examined, is sometimes almost embarrassing. Reasons are given for the failure of candidates, as sickness during the examination or upon the day in which a low mark was made, or the taking up of a paper before the subject was finished, or the handing in of the wrong paper, etc., and urgently requesting the privilege of a subsequent examination. Some of these excuses seem valid, and others are the products of the sympathy of friends based on the statements of disappointed pupils. To aid the Superintendent in the decision of seemingly meritorious cases not directly provided for by our rules, a special committee, consisting of the President of the Board and the chairman of the committee on each of the higher schools, was formed three years ago, which has proved a substantial aid to the department. The most common excuse for failure is sickness on some day of the examination, and to guard against uncertainty in this respect it is thought best hereafter to have it announced on the morning of each day that anyone not well enough to take the examination shall withdraw from it and consult the family physician, obtaining from him, if the case warrants it, a certificate of illness, which can be presented to the special committee at its meeting in September.

As to the number of candidates who have been examined and passed at the June examination for the past several years, the following statement will be of interest:—

In 1892.

	Examined.	Passed.	Per Cent.
High School for Girls.....	846	701	83
Boys' High School.....	343	220	64
Manual Training Schools.....	371	221	59
Total .....	1,560	1,142	73

## In 1893.

	Examined.	Passed.	Per Cent.
High School for Girls.....	1,155	669	58
Boys' High School.....	424	244	57½
Manual Training Schools.....	427	230	54
Total .....	2,006	1,143	57

## In 1894.

	Examined.	Passed.	Per Cent.
High School for Girls.....	1,210	901	74
Boys' High School.....	520	321	61
Manual Training Schools.....	542	319	59
Total .....	2,272	1,541	67

## In 1895.

	Examined.	Passed.	Per Cent.
High School for Girls.....	1,228	849	69
Boys' High School .....	587	371	63
Manual Training Schools.....	447	226	51
Total .....	2,262	1,438	64

There was an unusual amount of sickness among the teachers this year, which, to my personal knowledge, affected the results in some schools and may have affected them in many other schools. The Board of Public Education lowered the standard for admission this year, and admitted quite a large number below seventy. Similar action has been taken by the Board each year, except the last two years, either for some of the higher schools or for all of them, in order to fill vacancies in those schools.

## In 1896.

	Examined.	Passed.	Per Cent.
High School for Girls.....	1,212	1,147	95
Boys' High School.....	559	535	95
Manual Training Schools.....	463	432	93
Total .....	2,234	2,114	94

This unusually high average was no doubt due partly to the many failures in 1895, which kept a large number of pupils in the grade an extra year, and partly to the stimulus to the teachers to extra care and labor in preparing their pupils for the examination. From the fact that not so many were sent up to the examination as in 1895, it would seem that more care may have been taken also in sifting the pupils of the grade.

In 1897.	Examined.	Passed.	Per Cent.
High School for Girls.....	1,452	1,237	85
Boys' High School .....	631	526	83
Manual Training Schools.....	529	389	74
Total .....	2,612	2,152	82½

It will be seen that the number of pupils applying for admission into the higher schools is gradually increasing; there were 1,560 in 1892 and 2,612 in 1897, an increase of over 1,000 in five years. This is due to two or three causes: First, to the natural increase of the school population; second, to the improvement of the work in the grammar schools; and, third, to the increased interest in higher education in the city.

It has been questioned whether the standard of admission into the higher schools is as high as it should be. For several years, up to 1884, the average required to enter the high schools was 60. In 1891, when I became Superintendent, the average was 65. Thinking this average too low, and believing that a higher average would stimulate the elementary schools to better work, I recommended that the average should be raised to 70, which was approved by the Board. The standard of examination questions has been fully maintained, if not advanced, as nearly as my assistants



who have prepared the questions for many years can judge; and yet the percentage of admissions has increased within the last few years. It is believed that the work of our grammar schools is constantly improving and that they are preparing their pupils more thoroughly for the higher schools than they did several years ago. It is also probable that they will continue to improve, so that each year fewer pupils will fail upon their examinations for promotion to the higher schools. Of course this is as it should be. There are schools that usually have nearly every pupil sent up admitted; and what some schools can do others may, and should, do. There seems to be no reason why as large a percentage of pupils who go through the grammar grades shall not graduate (that is, pass an examination for the higher schools) as of those who go through the high schools and are graduated. Nearly all the pupils of the last year's class in the high schools graduate; why should not nearly all the pupils of the last year in the grammar grades also graduate, or pass the examination to enter the higher schools? If we can make our grammar schools what they should be, such a result will be inevitable.

There was formerly a general complaint that the grammar school pupils who entered the higher schools were not prepared for their work. In estimating the significance of such a complaint it must be borne in mind that it is a common experience for higher institutions to criticise and blame lower ones for any deficiency on the part of pupils who are sent up to them. The college criticises the secondary schools for the defects of the preparation of their pupils for college; the secondary schools criticise the public schools for not laying better foundations in education; the normal schools criticise the high schools for the lack of scholastic education of their pupils; the grammar schools criticise the

schools below them which promote pupils to them; and so it is all the way along the line. It is an old story to educators, and they know what interpretation to give to it. There is always a basis of truth in it, for there is no perfection of training anywhere; and the best teachers cannot make good scholars of all their pupils. But it is gratifying to know that our higher schools have made but little complaint during the past few years in respect to the pupils who have been sent up to them. On the contrary, many good words have been spoken by the authorities of these schools in respect to the general excellence of the preparation given in the lower schools. While this is gratifying to the Principals and teachers of the grammar schools, we know that in a number of our grammar schools the work is not so good as it can be made, and the constant effort of the department is to improve the teaching in these schools that we may send up to the higher schools pupils thoroughly prepared for their work. I have, at various times, requested the authorities of the higher schools to furnish me a statement of the deficiency of the pupils they receive from our grammar schools, in order that I might trace the cause and endeavor to remedy the defect of preparation in whatever branch or whatever school such defects may be found. In this way the higher and the lower schools may give mutual aid to one another, and all work together for the best interests of public education in the city.

### THE COOKING SCHOOLS.

The establishment of schools for the teaching of cooking is one of the most important measures adopted by the Board of Public Education within recent years. It is a result of the general movement for manual training as a means of mental development and of practical knowledge, and may be regarded as the outcome of a broad and enlightened

consideration of what the education of the young really means.

In foreign countries, more especially in England and France, cooking, together with other branches of domestic economy, has long had a place in the schools. The aims in those countries are almost entirely utilitarian, the teaching having been introduced by philanthropic persons as a direct means for the betterment of the condition of the poor in large cities and of the working classes generally. In America the work was introduced—in theory, at least—for educational purposes, and, with sewing, has come to be regarded as a regular and logical form of manual training for girls. Whether regarded as a means of mental training or a form of practical education, both purposes are of the utmost importance, and any system of instruction which gives training and practice in the care of foods and their hygienic preparation for the table, must be broadly educational in its results. The dexterous handling of utensils and materials, the concentrated attention necessary for the work, the practice in continued and related acts of thought for the accomplishment of intended and looked-for results, afford means for a high form of intellectual training and development, and the practical value of a knowledge of cooking to the girls of the public schools who will subsequently be the heads of families is beyond estimation.

Cooking was introduced experimentally into the Girls' High and Normal School in 1887, and the following year was made a regular branch of the curriculum. In 1888 experimental classes of grammar school pupils were formed, and, these proving satisfactory, the first regular cooking centre for grammar grades was established in the Edward Shippen School, at Twentieth and Cherry streets, in September, 1889. The instruction was placed under the direction of

the Superintendent of Schools, and a course of lessons, suited to the grammar grades, was adopted. Since then additional centres have been organized from time to time, and there are now eight school kitchens located in different parts of the city.

The proper place for the introduction of cookery into the curriculum has been the subject of investigation and discussion wherever it has been adopted as a branch of the grammar school course. To obtain good results, pupils should be old enough to handle utensils and engage intelligently in the work, and yet young enough to enter with the interest of a child into the lessons in housekeeping as well as those in cooking. In Philadelphia, after a number of experiments, we have concluded to make it a part of the course for the sixth school year, heretofore known as the tenth grade, as the pupils are then firmly established in the work of the grammar grades, and their attention has not yet been directed to preparation for admission to the High School.

The course of instruction, as at present arranged, provides between twenty-five and thirty lessons, and is completed in one school year. It includes instruction in the care of the kitchen and of the stove or range, general lessons in the classification and nutritive values of foods, the cooking of vegetables, breakfast cereals, bread, eggs, soups, meats, simple cakes and desserts, lessons in invalid cookery and in table setting and serving. The pupils sometimes cook in groups and sometimes individually, the teacher directing the work and giving such demonstrations herself as are considered necessary. Special attention is given to the preparation of nutritious and savory dishes from inexpensive materials.

The interest in the work shown by the pupils and their parents and by all progressive teachers, proves an intelligent

appreciation of the real value of the instruction. Experience has demonstrated that girls, both in the grammar schools and in the High School, spend the half day per week in the school kitchen without any appreciable loss in the other branches of study. It comes as a period of relaxation, and relieves the mind from the strain of continued purely mental exercises.

At present, with our eight cookery centres, we accommodate about 2,000 pupils, which is less than one-half the number of girls of the sixth year now in our schools. Cooking has not been made a regular branch of grammar school work, but it is hoped that the number of centres will be gradually increased as means can be found for this purpose, so that all the girls in the public schools, who are old enough to be benefited by the training, may have at least one year's instruction in cooking.

The importance of domestic science as a part of every girl's school training cannot be overestimated. Says Dr. W. O. Atwater: "With the progress of human knowledge and human experience we are at last coming to see that the human body needs the closest care. We are beginning to realize that not merely our health, our strength, and our incomes, but our higher intellectual life, and even our morals, depend upon the care we take of our bodies; and that among the things essential to health and wealth, to right thinking and right living, one—and that not the least important—is our diet."

The instruction in cooking has for a number of years been under the efficient supervision of Miss Mary Wright, one of my Assistant Superintendents. She organizes the schools at the beginning of each year, and meets the cooking teachers frequently for a discussion of their work. The course of instruction in cooking, prepared under her



supervision, is simple, comprehensive and practical, and well adapted to the work of the schools. The Board has exercised control of these schools through a sub-committee of the Committee on Elementary Schools, of which Mr. Paul Kavanagh was chairman for a number of years, and his deep and intelligent interest in these schools contributed largely to their success. Last year, owing to the growth of the department, it was considered best to place it under a special committee of the Board, of which Mrs. Mary E. Mumford was appointed chairman.

#### SEWING IN THE PUBLIC SCHOOLS.

The introduction of sewing into the public schools is in line with the best educational thought of the age. As a form of manual training it is generally believed to possess an important educational value. Of its great practical value to girls who receive this instruction there can be but one opinion. The time was when mothers at home gave instruction in sewing to their daughters not only because they regarded it as something that would be valuable to them in after years, but also on account of the need of their help in the necessary sewing in the family. The changes in social life, the introduction of the sewing machine, the requirements of school life, that remove girls from the home during the day and keep them more or less busy with the preparation of lessons in the evening, have made it almost impossible for girls to receive instruction in sewing from their mothers, as in earlier times. Under the present conditions, in our large cities most girls would grow up without knowing how to use the needle, if they were not taught in the public schools. With such instruction they learn not only plain sewing, methods of repairing clothing, etc., but also how to fit, cut and make their own dresses, a most valuable accomplishment to them.



in after life. There is scarcely any branch of knowledge taught in the public schools that will be found more useful to girls in their home life when they become, as so many of them will, the mothers of the children of the city. A few words concerning the introduction of sewing into the public schools and the success of the experiment will be of interest in this connection. Sewing was introduced into the Girls' High and Normal School in 1881, through the influence of Mr. Edward T. Steel, President of the Board of Public Education, and Mr. Simon Gratz, chairman of the committee on the school. The success of the experiment in the Girls' High and Normal School led the Board of Public Education, in 1885, to decide to introduce sewing into the elementary schools. An examination for teachers of sewing was then held, the candidates being examined in sewing only. The successful candidates being then given an opportunity to show their ability to teach by actual trial in some of the public schools, only those who exhibited this ability being engaged for the work.

This introduction of sewing into the elementary schools was at first voluntary, it being placed in only such grammar and secondary schools as desired to have it. After a trial of three or four months the experiment was deemed so successful that the Board of Public Education ordered its introduction into all schools containing grammar and secondary grades in which girls were pupils. Additional sewing teachers were now required, and an examination in English was at this time added to that of sewing, as it had been found that some of those who had passed the first examination, while they were good sewers, could not talk or write correctly. Questions in the theory and practice of teaching sewing were subsequently added to the subjects already required.

In 1888 an exhibition of sewing was made in Horticultural Hall, which attracted wide and favorable attention. After this exhibition pattern-drafting was added to the work already done in the schools, and in all subsequent examinations for teachers of this branch of study it has formed part of the test given to candidates.

The examination now consists of the following topics:—

(a). Plain sewing, done on muslin or woolen goods furnished by the Board of Public Education.

(b). Pattern-drafting of any garments worn by infants, children, women, and of underwear for men.

(c). Questions in the theory and practice of teaching sewing.

(d). English, including penmanship, spelling, punctuation, correct sentences, common business forms and composition.

(e). Teaching a small class of children a lesson in sewing and one in pattern-drafting.

Candidates who do not make an average of 70 in a, b, c, and d, respectively, are not entitled to a certificate, and are not called to teach the lesson marked e.

It has been the custom for a number of years to hold a meeting of the sewing teachers on the first Thursday in each month. This meeting has played an important part in securing efficiency in instruction and uniformity in the work. It has been to the sewing teacher a training school in methods of instruction. Questions are submitted by the Assistant Superintendent in charge and by the teachers; and those who need help present difficulties and receive assistance from their fellows. Various ways of doing the same thing are discussed, and the easiest or best way of performing the work is thus reached. Model lessons are also frequently given by experienced teachers.

The teachers of sewing are elected to their positions by the local Boards, who also exercise some authority in deciding upon the number of hours they are to teach. The assignment of their work is made by the Department of the Superintendence, this duty being in charge of Mr. Andrew J. Morrison, one of the Assistant Superintendents. Each lesson is an hour long; the other lessons of the class being laid aside while the sewing teacher is giving this instruction. While the girls are taking their lesson in sewing, the boys, if there are any in the class, are instructed by the regular teacher in one of the regular branches of study. This partiality to girls in receiving this manual instruction and to boys in getting more instruction in the regular branches could be properly adjusted by providing the boys of the grammar grades with an opportunity for learning the use of tools by means of a course of training in wood-work, an addition to our curriculum which has been strongly urged by the Superintendent, but which, on account of the expense of fitting up shops, has not yet been favorably acted upon by the Board of Public Education.

The Department of Sewing has been under the efficient supervision of one of my Assistants, Miss Lydia A. Kirby, for several years; and it is to her intelligence and enthusiasm that the success of the work is largely due. Last spring, upon the urgent request of the Directors of the International Exhibition of Sewing, we, in co-operation with many other cities, made an exhibit of our work in sewing in New York City. There was also an exhibit of the work in sewing done in our night schools, under the direction of Mrs. Emma Epley, whose work in this department is worthy of high praise. This exhibit was placed in charge of Miss Kirby, who, at my request, presented to me a report, from which I extract the following:—

TO DR. EDWARD BROOKS,  
*Superintendent of Public Schools.*

DEAR SIR:—The exhibition opened with a reception on Tuesday evening, March 23d, to which the officers of the city who are connected with its schools, the members of the Association, and those having charge of exhibits were invited. Addresses were made by Mrs. Richard Irvin, President of the Association, and by others. The exhibition was to continue from the evening of March 23d to the evening of March 27th, but such was the interest taken in the work by the public, as evidenced by the number of visitors and the repetition of their visits, that the managers determined to extend the time until the evening of March 30th. . . . .

Through the Department of State at Washington the diplomatic and consular representatives of the United States in Europe were requested to invite the governments to which they were accredited to participate in the exhibition, and exhibits were sent from schools under the direction of the School Board of London, from the public schools of Geneva and Zurich, Switzerland; of Stockholm, Sweden; the professional schools of Brussels and Ghent, Belgium; the government schools of Honolulu, Hawaii, and those of Japan and France.

The galleries on the second floor contained exhibits from church, training, technical, and other schools. Among these were the exhibits made by the following schools:

Vacation Schools of New York City.  
 Workingman's School, New York City.  
 Teacher's College, New York City.  
 Society of Decorative Art, New York City.  
 Pratt Institute, Brooklyn.  
 Industrial School, Norfolk, Va.  
 School of Domestic Science, Boston, Mass.  
 Rochester Athenæum, Rochester, N. Y.  
 Home Industrial School, Asheville, N. C.  
 The Hampton Normal Institute, Hampton, Va.  
 The Haviland Sewing Clubs, Rahway, N. J.  
 State School for the Blind, Batavia, N. Y.  
 Hebrew Technical Schools, New York City.

Exhibits were sent by the public schools of the following cities: Buffalo, N. Y.; Irvington, N. Y.; New Haven, Conn.; Philadelphia, Penna.; Rochester, N. Y.; Springfield, Mass.; Utica, N. Y.; Washington, D. C.

Work done many years ago was exhibited by the "Colonial Dames" of New York and of Baltimore. This attracted much attention. It contained a cushion worked by Mrs. George Washington, and a man's working suit which was made from cotton grown, spun, woven, dyed and sewed on one plantation in the South.

The work sent by the French government was the most beautiful and complete of those sent to the exhibition. It consisted of a number of large volumes showing the sewing, which was begun when the child was four

years of age and continued to the end of the work in the professional schools. The specimens and miniature garments were of fine material; each page was decorated with ribbons or with a border in ink or colors. The drafting was plainly done, and was in separate books. A large number of text-books, showing the methods of instruction and the aids given to pupils in making designs for decorating their work, formed part of the exhibit.

The English and German work was of coarser material—well done, but homely and substantial. Much knitting was found among these exhibits. The excellent specimens of stitching, hemming and overseaming done by the blind pupils of the State School for the Blind at Batavia, New York, excited astonishment and admiration.

The public schools made a creditable exhibit. The different cities showed the order of the stitches taught, and, in some instances, the garments made by the pupils. Panels containing small pieces of muslin upon which the various stitches were exemplified formed the principal part of the work shown by most of the cities.

In the Philadelphia exhibit the samples of grade work were arranged in a series and laid together on a table. The entire space allotted was filled with articles cut out and made by the children. These ranged from a hemmed dust-cloth and an iron-holder to dresses, caps, capes, etc., to be worn by the pupils themselves. The pupils of the High School for Girls filled one case with their work, and the Normal School sent five books made by its pupils, giving the method by which they are trained to teach sewing. Another case was filled with patterns drafted by the children and five cases with articles made by them.

No other city presented so large or so varied an exhibit of public school work. It elicited much commendation from visitors. Philadelphians living in New York were particularly gratified. The Normal School work was extensively copied by teachers of sewing, and specimens of grade work and of the patterns drafted were asked for by them.

The work of the evening schools received and deserved the praise of visitors. Dresses, hats and bonnets from the sixteen night schools established by the Board of Public Education were tastefully arranged by Mrs. Emma Epley, who was in charge of the exhibit. She was assisted by Miss Pauline Hoffman, of the H. A. Brown Evening School. The bonnets were arranged on stands upon a table, and the dresses upon wire forms loaned for the purpose. These arrangements enabled them to be seen with advantage. The work reflected credit upon the teachers and their pupils.

The uniform courtesy and good-will shown to all connected with the work by the officers of the Association, their keen sympathy with every phase of the work, their evident desire to help the people to better means of living and wider spheres of usefulness, gave us, who met them for the first time, a sense of pleasure and an access of strength. It will incite us to greater effort in the future.

Very respectfully,

L. A. KIRBY.



This report, which will be read with interest, indicates how widely this form of manual training is introduced into the schools of the country. It also serves to show the comparative excellence of the work in this branch done in our own schools. Reference has been made to the work of the Normal School, which leads me to call attention to the fact that every girl who is graduated from the Normal School has had careful and thorough training in the theory and practice of sewing. But few of these graduates are employed in teaching sewing in the public schools. It has been the custom of the Board to hold examinations for those who had not been educated at our Normal School, and those who were successful at these examinations have been employed as teachers of sewing. It is a question whether it is best that this policy should be continued. There are many young women, graduates of the Normal School, who are waiting for situations in the public schools. They are entirely competent to teach sewing, and many of them would like to do so. They have had thorough training in sewing, fitting, etc., and also in the methods of teaching these subjects. In addition to this they are, necessarily, more highly cultured than the majority of women who are merely seamstresses, no matter how worthy or how skilful with the needle these latter may be. Moreover, having spent three or four years in the High School and two years in the Normal School to fit themselves as teachers, they have a right to expect employment in preference to those who have had no pedagogical training for their work. If the arrangement suggested should be effected we shall have a more highly cultured body of sewing teachers, equally as efficient in the manual work of sewing and fitting and superior as teachers, having been thoroughly trained to the best methods of instruction. I recommend the Board to consider whether special examinations for sew-



ing teachers should not be dispensed with until all the graduates of the Normal School who desire a position as teacher of sewing shall be employed.

### MUSIC IN THE PUBLIC SCHOOLS.

One of the most gratifying events of the past year is the introduction of music into the public schools. A movement to this effect had been in contemplation for several years, but was deferred from time to time awaiting what seemed to be a more favorable opportunity. The condition of the schools in respect to musical instruction was far from satisfactory. Rote singing was taught in nearly every school in the city, in many cases by persons who were paid by penny contributions collected from the pupils. Some of the instruction was good, much of it was indifferent or poor, and some of it was absolutely bad. Children were often taught to sing with loud, rough voices and without refinement of manner or utterance. In other schools, however, children were taught to sing good music in a musical way, and at public exercises patriotic and other songs were often heard that were really enjoyable. Still, sight singing, or the ability to read music, was not taught in any of the schools, and had not been for many years. This seemed a serious defect in our schools. Philadelphia, which had been a leader in many educational movements, as manual training, sewing, cooking, etc., had fallen behind the other great cities in the matter of musical instruction in the public schools.

The movement for the introduction of proper musical instruction began nearly three years ago, with a report of the Superintendent upon the subject to the Board of Public Education. Owing to circumstances peculiar to our community, it was thought proper in this report to enter into a discussion of the methods

of musical instruction with children. Indeed, the most formidable difficulty in respect to the introduction of music into the schools was a more or less general sentiment of opposition to that method of instruction which was thought to be best adapted to the public schools. There are two methods of reading music which have been employed by musicians in teaching beginners, popularly known as the "movable do" and the "fixed do" systems. These two methods had been discussed for many years in Philadelphia; sides had been taken, and in some cases the discussions had been acrimonious and a feeling of antagonism aroused against the system that the Superintendent believed was the best adapted to the successful introduction of music into the schools. A large experience as a teacher of music and a wide acquaintance with musicians led him to believe that much of this difference was due to the misunderstanding of the real point at issue. In many cases a difference that seemed irreconcilable was merely a verbal difference. Many of the opponents of the "movable do" did not seem to understand just what was claimed for it; and many who advocated the "fixed do" really read music by the principle of the "movable do."

The first object, therefore, was to present the matter so that the difference between the two methods could be clearly seen and a reconciliation between apparently antagonistic views could be effected. For this purpose it seemed best not to advocate directly either the "fixed do" or the "movable do," but to unfold, as clearly as possible, the underlying principle of each system, from which a comparison of the two methods could be made and a correct conclusion be more readily reached. There are two methods of reading music, which are entirely distinct in principle and thought. The one is that of "musical intervals," abstract intervals, they

may be called, intervals without reference to key note. The second is that which may be called the method of "scale relations," the pitch of a sound being determined by its position in the scale and with constant reference to the key note or tonic of the scale. There is also a third method of reading music, called the method of "absolute pitch," which, in theory, is the simplest of all, but in practice is useless, as the vast majority of people do not have the gift of absolute pitch and could not be trained to it.

The first of the two methods referred to is that of "abstract intervals," intervals without reference to key note. By it the reader of music having the pitch of any given note sees the interval to the next note and sounds it accordingly. In teaching by this system, the pupils must be trained until they are thoroughly familiar with the different musical intervals, recognizing them by the ear and being able to conceive them and to sing them. These intervals are the major second, minor second, major third, minor third, extended third, perfect fourth, diminished fourth, extended fourth, etc. These are to be practiced until they can be given readily from any pitch, either ascending or descending. Such an exercise is at first purely of the ear and the voice, training the pupils to the conception and the execution of the various intervals. Then, when the staff is studied, the pupil is to be drilled upon it so that the eye catches readily, with any signature, the various intervals from one note to another. Seeing these intervals upon the staff, the ear and voice having been properly trained, the sound of each successive note can be readily given. Any one who can sing all the intervals readily and accurately can readily learn to sing in any key by merely noticing what lines or spaces are sharped or flatted, and reckoning the intervals accordingly. No reference need be made to the place of the tonic of the scale, as all that is

needed is to see quickly the interval of the next note from the one being sung and to be able to conceive the sound of the interval and to sing it.

In theory this method seems a very simple one; in practice, however, it is found difficult, as the mastery of all the different intervals is not an easy task with persons of ordinary musical ability. Many professional musicians read music in this way, but their long experience would enable them to read by almost any method. This method is usually advocated by instrumentalists who have had but little experience in teaching the elements of sight singing to beginners. Many instrumentalists, however—I do not refer to professional musicians—read through their knowledge of an instrument, imagining how the music will sound on the instrument which they play. It must be said, however, that a large number of persons who have played an instrument for years cannot read even simple vocal scores at sight. Even great singers are not always ready readers of music, but must depend on an instrument in learning a new piece of music.

The second of the two methods, called the method of "scale relations," is based on the scale as the unit of musical thought. It begins by making the pupil thoroughly familiar with the diatonic scale, so that every degree of the scale is readily conceived and sounded. The thought is not how far the note to be given is above or below the previous note, but what is the place of the note in the scale. The scale becomes a sort of tone picture to the mind, so that one conceives how each degree of the scale sounds and then expresses the conception by the voice. When written music is taken up the first thing is to determine where the scale begins on the staff and then be able to locate the different degrees of the scale, reckoning from the key note. In different keys there is no thought of sharpening or flatting any notes as

indicated by the signature, but, having fixed the beginning of the scale, each note is regarded as a certain degree of the scale in relation to the tonic. It is thus as easy to read in one key as another; and such keys as three sharps and four flats, or three flats and four sharps, are read respectively precisely the same, the only difference is that the pitch of the tonic in each of the two respective cases differs by a semi-tone. The musical thought in reading a score is not in abstract intervals, as thirds, fourths, etc., but in degrees of the scale, that is, the place of the note in the scale.

In this method, as each degree of the scale stands before the mind as a tone picture or idea, it is found convenient to have a name for each one of these tones, not only to distinguish them in talking about them but also in singing them. The names that have been adopted are the syllables *do*, *re*, *mi*, etc. These always indicate the same degree of, or position in, the scale, no matter what the key note, or where the scale begins in pitch, or on the staff. Thus *do* is always one of the scale, *re* is always two of the scale, *mi* is always three of the scale, etc. As the scale begins on different degrees of the staff, as determined by the signature of the piece of music, the syllable *do* will vary in its position on the staff as the key varies. The method has thus been called the method of the "movable *do*." In the method of "abstract intervals" the syllables *do*, *re*, *mi*, etc., are also frequently used; but when used, they do not represent degrees of the scale, but name the lines and spaces of the staff. Thus, by this system, the C line is always *do*, the D space always *re*, the E line always *mi*, etc. The syllables are thus fixed in position, and the system has been naturally called that of the "fixed *do*."

The difference between the two methods is thus clearly indicated. The methods of musical conception are radically



different; and this difference is not accurately indicated by the common expression "movable do" and "fixed do." These are merely verbal distinctions; below these expressions there is a vital difference in the musical thought. Thus, as stated, the thought in the one system is always the degree of the scale, and in the other system it is the musical interval. There is also a radical difference in the object of using the syllables do, re, mi, etc. In the system of the "movable do" the syllables are used to name the degree of the scale, the mind thinks the tone of the scale through its name; in the "fixed do" system the syllables seem to be used for mere vocalization. They do not suggest the intervals or aid the singer to sound the interval, as the interval from one syllable to any other in this system is constantly varying. Thus, in the natural key, by the "fixed do" system the interval from do to mi is a major third, while in the key of E flat the interval from do to mi is a minor third. The same holds true for all the other syllables as used in the system of the "fixed do." They neither name the degrees of the scale nor indicate the intervals, and the only possible use they can serve is as syllables for vocalization. They are not needed to name the lines and spaces, as the first seven letters of the alphabet are used for that purpose. In fact, in the method of reading by intervals the syllables do, re, mi seem not only absolutely useless, but an impediment to the singer.

Now it had been observed that many singers who were in theory opposed to the method of the "movable do" and used the fixed syllables did actually think their music by the "movable do" method, that is, by scale relations; and, moreover, that many persons who thought they read by the method of intervals did actually read by the method of scale relations. Thus it was clear to my mind that much of the controversy was a misunderstanding of the real point at



issue. Hence, in order to remove, so far as possible, the opposition to the "movable do" method and thus obtain a fair consideration of the subject with a view to a reconciliation of differences, I avoided advocating the method of the "movable do," which was often merely a verbal distinction, and argued in favor of the method of scale relations. Indeed, while there may be a convenience with beginners in using the syllables, the system can be taught without them by using the syllable *la* in sounding the various degrees of the scale; and the report went so far as to say that it did not matter whether the syllables were used or not, so long as the pupils were taught to think music through the degrees of the scale rather than in abstract intervals. It was the principle of the method that was advocated and regarded as necessary for the successful introduction of music into the schools, and not the incidental use of the musical syllables. While it is believed that there is an advantage in the use of the syllables it was held that it would be best to omit their use if the principle of the "movable do" method could be adopted.

In addition to the arguments presented in favor of the method of scale relations in the report, the opinions of some of the leading musicians and directors of music in the country were obtained and quoted. In addition to these, strong indorsements of the method of scale relations were given by some of the leading musicians and teachers of music in our city, such as Dr. Clarke, Dr. Gilchrist, Prof. David Wood, and others—men whose high standing in our community aided greatly in shaping public sentiment in favor of the method proposed. Indeed, a special word of gratitude is due to Dr. Clarke, who, in an important conference, threw the weight of his opinion not only in favor of the method of scale relations but also in the use of the syllables in connection with it.

The report presented to the Board closed with the following recommendations:—

1. That regular instruction in music be introduced into the elementary schools of the city.
2. That the system of instruction adopted should be that which has been described as the method of "scale relations and the movable scale."
3. That the instruction shall be largely given by the regular class teachers rather than by special music teachers.
4. That in order to instruct the teachers and supervise their work an additional assistant be added to the corps of Assistant Superintendents, to be called the Director of Music.

Of these, the first three were adopted by the Board in July, 1895. As soon as this action was taken the Teachers' Institute formed several classes for instruction in the method of sight singing, employing an excellent teacher, whose method was in general accord with that adopted by the Board. The classes were largely attended by the teachers of the city, and a deep interest was aroused in the subject. The Superintendent also met Principals and teachers, explained the method adopted, and arranged for the introduction of sight singing into the schools. This introduction was made in a large number of schools with very satisfactory results.

This movement for the introduction of music in the public schools received efficient aid from the Civic Club. A series of meetings was held that aided greatly in deepening the interest in the movement and in popularizing the method of instruction suggested. Several distinguished teachers were brought to the city by the Club at different times to explain and exemplify the method of teaching children sight singing. In the meantime the Board of Public Education adopted the recommendation for a Director of Music, and appointed a Committee on Music, with Mr. Harvey H. Hubbert as chairman. Application was made to Councils for an appropriation of \$5,000 to employ a musical director

to take charge of the Department of Music. For a while Councils held the matter in abeyance, and, though strongly urged to make the appropriation, the resolution for it was at length defeated. The friends of the movement rallied again, however, and at last secured the appropriation asked for. The Superintendent was then requested by the committee to nominate four persons whom he regarded as qualified for the position of Director of Music. Having anticipated such a request, he had made a thorough canvass of the matter and was prepared to submit the result of his judgment, which was presented in the following report:—

PHILADELPHIA, March 30, 1897.

*To the Committee on Music.*

LADIES AND GENTLEMEN :—In the discharge of the duty of nominating candidates for Director of Music in the public schools of Philadelphia, I realize very fully the responsibility resting upon me. We are entering upon an experiment which, if successful, will permanently establish instruction in music in the public schools, and thus do much to elevate the musical taste and culture of our city. If, however, the experiment should prove unsuccessful, it would put back the cause of musical instruction in the public schools for at least a quarter of a century. In order, therefore, to insure success, the utmost care and the wisest judgment should be exercised in the selection of those who are to organize and direct the work.

Philadelphia, while leading in many school reforms, has been a little backward in respect to musical instruction in the public schools. There is no good reason why she should not, in the near future, stand among the very first in this department as in so many others. Children can be taught to read music as readily as they can be taught to read their mother-tongue. Every child in the public schools, barring a few exceptional cases, can be taught to read an ordinary vocal score readily and correctly. To accomplish this desirable result the department of musical instruction needs to be thoroughly organized and conducted with intelligence, energy, enthusiasm and tact. A course of instruction is to be prepared, competent assistants selected to aid in the instruction of the teachers and the supervision of the work in the schools, and an interest aroused that will command the best efforts of all who are connected with the movement. The first step towards such an organization is the selection of a competent person to take charge of the work.

Having made a careful study of the problem of the musical instruction of children for many years, my ideas of the qualifications of a supervisor of music in the public schools of a large city are very definite and

decided. First of all, he should be a good musician, that he may not only be competent to shape the musical instruction of the schools, but also that he may command the confidence of the musical public of the city. Second, he should be a man of culture and literary taste, with a pleasing address. that he may possess the confidence of the teachers of the public schools who are to aid him in the work. Third, he should be thoroughly familiar with the educational side of the question of music, and see more or less clearly the relation of musical instruction to general education. Fourth, his methods of teaching should be in accord with that system of instruction adopted by the Board of Public Education, and which has proved itself to be the best system of sight singing for the people. Fifth, he should possess executive and organizing abilities of a high order, that he may be qualified to organize and direct the musical instruction in a city of 3,000 teachers and over 130,000 pupils. And, finally, he should have had practical experience in the musical instruction of teachers and pupils, and thus demonstrated his ability to organize and carry forward the work in the public schools of a large city like Philadelphia.

This statement indicates a high standard of qualifications, but in my judgment they are not too high to meet the demands of the experiment we are about to inaugurate. It is no reflection upon any one to say that there are many good musicians and many excellent teachers of music who do not meet these demands, and who would not be qualified for the high responsibilities of the position you are about to fill. With the standard of qualifications I have indicated in view, I have made a selection of four persons, all of whom have had a large and successful experience in the direction of musical instruction in relation to education. In my opinion any one of the four gentlemen named below is thoroughly competent to take charge of the work in our city and make of it a success. Their names are presented in alphabetical order, so as not to indicate any preference of the Superintendent, the members of the committee being thus free to exercise their own unbiased judgment in reaching a decision. The names and addresses are as follows :—

Respectfully submitted,  
EDWARD BROOKS.

Out of these four candidates the committee selected Mr. Enoch W. Pearson, who was subsequently elected by the Board of Public Education. Following this, the committee requested the Superintendent to nominate ten persons for Assistants in Music, out of which they were to select five. This responsible and delicate duty was performed with the best judgment that could be exercised. Over fifty applicants for the position were examined and their fitness for the work carefully weighed. From the list presented the

committee selected six, who were unanimously elected by the Board. Their names are as follows: Mrs. Florence H. Duncan, Miss Mary H. Hubbert, Mrs. Mary S. Miller, Miss Katherine E. Murphy, Miss Ida Mae Pecht, Miss Helen Pulaski. These women have fully met my expectations, and are discharging their duties with enthusiasm and fidelity, and with that tact and good judgment so necessary for the success of the Department.

The Director of Music entered upon his duties on the 1st of May, 1897, and the Assistants on the first of the following June. During the summer of 1897 a three weeks' musical institute was conducted by Professor Pearson and his Assistants, aided by Mrs. Cheston, instructor of music in the High School for Girls, and Professor Batchellor, a distinguished teacher of music in Philadelphia. The attendance of teachers, though voluntary, was large, and a deep degree of interest was aroused. The course of instruction was broad and varied, and an excellent foundation was thus laid for the work at the opening of the schools in September. A syllabus of lessons was then prepared by the Director, in connection with the Superintendent, which pointed out definitely just what was required to be taught the first five months. Upon the opening of schools last autumn the work was regularly begun in the elementary schools under the Director and Assistants. Arrangements were made for the Director to meet all the teachers in classes of about 250 each, and explain the work in detail to them. The schools of the city were divided into six groups and assigned to the Assistants, whose duty it is to inspect the work of the classes and meet the teachers at the close of school to discuss their work. The Department has been thoroughly organized, and the work is going on with the promise of excellent results. The careful gradation of the work has been of great



aid to the teachers and has served to popularize the subject in the schools.

I have entered thus into detail in this movement since it marks an epoch in the history of education in the city, not only for our own information, but for those who may come after us, to whom these facts may be of especial interest and, perhaps, of great value. Twice before musical instruction was introduced into the public schools, but for some reason did not prove to be permanently successful. If by any unforeseen circumstances the present movement shall not prove to be a success, a record of the movement may indicate the reason of its failure or the means of improving and strengthening the Department.

I desire to express my great satisfaction with the manner in which Professor Pearson has taken hold of the work. He has shown superior executive and administrative ability, and has exercised judgment and tact in arranging the work so as to make it harmonize with the instruction in the other branches of the schools. He is now preparing a course of lessons for the second five months of the year, which will be in print in a few weeks. In conclusion, permit me to add that, in my judgment, the work has been started on a correct foundation and that it promises to do much for the education of children of the public schools and for the cultivation of the musical taste of the future citizens of the city.

#### THE IMPROVEMENT OF TEACHERS.

One of the most responsible duties of the Superintendent is to aid in providing means and agencies for the improvement of the teachers engaged in the public schools. Teachers cannot remain stationary in their work. Not to progress is really to retrograde. There must be a spirit of progress among teachers, or our schools will deteriorate in their work.



There must be new ideals, a desire for improvement, and an ambition to make the work of to-morrow better than the work of to-day. To awaken such ideals, to arouse and cultivate such desires and such an ambition is the best, though it may not always be the most conspicuous, work of the Superintendency. The management of teachers is quite a different problem from the management of any other class of workers. A superintendent of a set of ordinary workmen secures efficient service by an exhibition of authority and executive domination. Good work in the school room cannot be secured by official dictation; it cannot be compelled; it must come from the spontaneous action of a mind and heart alive with interest and the desire of excellence. All enforced work must necessarily be formal and mechanical; the only really good work of the school room is that which flows spontaneously from a cultured mind, warmed into action by a love for teaching. There must be a professional interest in the work, an ambition for excellence, and a pride of achievement. In education the watchwords of success are inspiration and enthusiasm. To give this inspiration and arouse this enthusiasm is one of the most important duties of the Department of Superintendence. •

With this ideal of duty it has been the aim of this Department to arouse a spirit of interest in educational matters and cultivate an esprit de corps among the teachers of the city. By encouraging the frequent meetings of teachers, by suggesting and aiding in the organization of new teachers' association, by co-operation with the older associations in the instruction of teachers and in bringing eminent educators from different parts of the country before our teachers, by the suggestion of special phases of educational doctrine for discussion, by lectures to the teachers on psychology and language, by Saturday classes in psychology and methods

open to those who could find time to attend them, by the use of the Pedagogical Library in connection with suggested courses of reading and the study of educational work, by securing the admission of teachers to courses of instruction in the University, by aiding in the establishment of an educational periodical supported by our teachers, by personal association with Principals and teachers, showing the interest felt in their work and a feeling of personal pride in their high standing before the community, by efforts to broaden and elevate the aims and methods of the higher schools—in all these and in other ways the effort has been made to create a feeling of interest and enthusiasm among the teachers of the city which would give life and power to the work of public education.

There is reason to believe that there is a general improvement among the teachers of the elementary schools. The work of the Department of Superintendence for several years, the improved methods of training in our Normal School, and the many means of improvement presented to teachers in the city, cannot but result in a gradual improvement of the teaching force. The large majority of our teachers show a deep interest in their work and a desire for improvement. Many of them avail themselves of every means in their power for improvement in culture and methods. They read the recent works on pedagogy; they attend lectures on literary, scientific and educational subjects; they join classes provided by the Teachers' Institute for them; they attend the meetings of the Teachers' Institute and the Educational Club; they attend the classes in pedagogy at the University; for three or four years many of them were present at the Saturday morning class of the Superintendent on psychology and methods; they frequent the office to discuss their work with the Assistant Superintendents;

and thus, in many ways, they endeavor to increase their qualifications and raise the standard of their work in the class room.

The influence of the agencies such as those enumerated above cannot be overestimated, though this influence is necessarily so unobtrusive that it often escapes notice altogether. It is thought proper, therefore, to call special attention to some of the most important of these agencies whose mission it is to awaken and deepen the interest of teachers in their work and create and preserve an educational atmosphere in our city.

#### RAISING THE STANDARD OF QUALIFICATION.

The large majority of the teachers of the public schools of the city are educated in the Philadelphia Normal School. Provisions have been made, however, for many years, by the rules of the Board, for the examination and certification of persons residing either within or without Philadelphia who are not graduates of the Normal School. These certificates are of three classes: Supervising Principal's, Principal's, and Assistant's certificates. These examinations occur annually, and are conducted by the Superintendent of Schools. The standard of qualification has been gradually raised to meet the demands for higher culture and scholarship on the part of teachers. In 1891 the branches in which candidates for the Supervising Principal's certificate were examined were mental and moral science in their relation to education, theory and practice of teaching, history of education and school hygiene. In 1892 these were changed to the following branches: educational psychology, theory and practice of teaching, history of education, and school economy. During the last year, theory and practice of teaching was changed

to science and art of teaching, and the philosophy of education was added to the above list, making five branches in all, as follows:—

1. Educational psychology.
2. Science and art of teaching.
3. History of education.
4. School economy.
5. The philosophy of education.

In 1891 the branches required for obtaining the Principal's and Assistant's certificate—the former requiring an average of 80 and the latter of 70—were reading, spelling, penmanship, drawing, grammar and composition, arithmetic and mensuration, geography (descriptive and physical), United States history and civil government, physiology and hygiene, natural history, algebra, physics, English literature, and theory and practice of teaching. In 1892 the Board, on the recommendation of the Superintendent, added to this list plane geometry and the elements of psychology. In 1897 a complete change was made, so as to require a high school education, or its equivalent, in order to enter the examination for Principals' or Assistants' certificates, or an examination upon all the branches of a high school course. This change is indicated in the following standard:—

Scholastic Branches.—Reading, orthography, penmanship, drawing, grammar and composition, English literature, arithmetic (including mensuration), geography (descriptive and physical), algebra, plane geometry, general history, United States history and civics (including Constitutions of United States and Pennsylvania), elements of natural history, elements of physics, physiology and hygiene, Latin grammar and two books of Caesar, or its equivalent in French or German.

Professional Branches.—Elements of psychology, history of education, school management, and theory and practice of teaching.

A graduate of a high school of good rank, or anyone having had an equivalent education in some other school or institution of recognized standing, shall, in addition to the above-named "professional branches," be examined only in the following scholastic branches: the English language, arithmetic and mensuration, United States history and civics, zoology and botany, and drawing; and must obtain the average hereinbefore named as requisite for the Principal's and Assistant's certificate, respectively.

This new standard will protect the city from the admission of men and women of indifferent culture and acquirements to the examination, and will gradually raise the character of the teachers coming to the city from without. That the requirements are not too high will be readily admitted by all thoughtful persons. The new rule places the standard for Principals' and Assistants' certificates on just about the same plane as that of the best normal schools of the State. These normal schools educate teachers for the rural districts, and, surely, a great city like Philadelphia should have as scholarly men and women as are found in our rural schools. Instead of the present standard being too high, the fact is that standards in the past have been entirely too low and our schools have suffered accordingly. The Board is to be commended in its recent action to improve the teaching force of the city by requiring a higher standard of scholastic and professional qualifications.

Changes have also been made, from time to time, in the standard of examination for the Kindergarten certificate. The standard, however, has always been too low, and many of the kindergarten teachers have been lacking in that high



culture that was demanded by the importance and delicacy of their work. With the thorough organization of the Kindergarten Department in the Philadelphia Normal School and the number of teachers completing the course of study there and coming from the school with high qualifications, it became necessary to make a complete change in the rule fixing the standard of qualification. Last year the Board of Public Education, after a very thorough consideration of the subject, adopted the following rule in respect to the Kindergarten certificate:—

“Applicants for the Kindergarten certificate shall be examined in the following subjects: History of education, educational psychology, theory and practice of teaching, school economy, philosophy and methods of the kindergarten, the English language, physiology and hygiene, elements of zoology and botany, geometric forms, vocal music, drawing and modeling.

“No one shall be permitted to attend this examination unless she is a graduate of a high school of good rank, or has had at least an equivalent education in some other school or institution of recognized standing.”

These changes in the rules relating to the qualifications of teachers give us a standard that, if intelligently applied, will aid in furnishing a body of well-qualified teachers for the elementary schools of the city. Of course, as is well understood, teachers may pass these examinations and obtain a high average for scholarship and still, for want of natural endowments, may not do skilful work in the class room. The same thing holds in respect to the graduates of the Normal School and the School of Pedagogy. What we need, in addition to these high standards of scholastic and professional training, is the power of selection among the teachers of the city, retaining only those in the schools who are really



competent to do good work. With our present facilities for the training of teachers and our advanced standards of theoretical qualification, we ought to have, in a few years, the most accomplished body of teachers that can be found in any of our large cities; and we would have it if teachers could always be chosen and retained in accordance with their merits.

#### THE TEACHERS' INSTITUTE.

The Teachers' Institute, an old and influential organization, has rendered most valuable service in the improvement of the teachers of the city. It has brought together great bodies of teachers and stimulated them by those influences that always emanate from the association of large numbers of individuals. It has collected a valuable library of literary and pedagogical works, and has thus afforded its members the opportunity of making themselves familiar with the leading writers and thinkers on these subjects. It has for years past arranged to bring before the teachers of the city eminent lecturers and specialists from different parts of the country, and thus aided in making them familiar with what was new in the educational thought of the times. It has been the custom for many years to provide instruction in any branch of literature, science or pedagogy that may be desired by a sufficient number of the members to form a class. Thus it has maintained classes, free to the members, in French, German, literature, elocution, nature study, drawing, etc. Five years ago, when the Superintendent obtained permission of the Board of Public Education for the introduction of modeling into the elementary schools, the Institute immediately arranged for the formation of a number of classes for the instruction of teachers in this branch, and gave efficient aid in this experiment. Two years ago, immediately after the Board had taken favorable

action on the Superintendent's recommendation for the introduction of sight singing in the public schools, the Institute arranged for the instruction of its members, and secured for this instruction one of the most skillful teachers of music in the city. As the result of these classes, many teachers voluntarily introduced the subject into their schools, and thus paved the way for the more thorough introduction recently made under the direction of the Musical Director.

The Institute has a library of nearly 15,000 volumes, consisting of works on literature, science, history, psychology and pedagogy in general. This library is located in the old Normal School building, on Sergeant street above Ninth street, and is open twice a week for the distribution of books to its members. It has also a fund of \$22,000, the interest of which is expended in helping sick teachers who are members of the Institute. During the year 1897 it expended \$1,350 for this purpose. The present membership of the Institute is 1,786. The expenditures last year amounted to \$853 for organized classes, \$472 for lectures on various topics, and \$478 for the library.

Besides the aid that the Institute has rendered to the teachers in increasing their culture and efficiency, it has been the leading influence in the city for the establishment of an annuity fund for aged and indigent teachers, a work in which it will always be held in grateful remembrance. While, on account of the number of its members, it has been limited in its work in certain directions, its career has been both useful and honorable, and it occupies a very important place in the history of education in Philadelphia.

### THE EDUCATIONAL CLUB.

One of the most active and influential agencies for the improvement of teachers and the elevation of the profession

during the last five or six years is the Educational Club. This Club was established in 1892, and was especially designed to afford an opportunity for the younger men of the city to obtain that broader intellectual development, with its corresponding influence, that would give their vocation a higher standing in the estimation of our people. Its object was briefly stated in the address of the Superintendent at its opening meeting, November 25, 1892, as seen by the following extracts:—

I feel assured that the Club will be a most influential agency for the elevation of the standard of professional qualifications among our teachers. The most difficult element in the problem of education to-day is how to secure skilful and accomplished teachers for our public schools. . . . Schools for the training of teachers are being multiplied, and are improving in their work; but much more than this is needed to meet the demands of modern education. We need instrumentalities to stimulate and promote the progress of teachers after they enter their profession.

For this purpose teachers' organizations have been formed. Such organizations now exist in every part of the country, and their history is identified with the progress of education wherever they have been established. We have in our city an organization called the Teachers' Institute, which has done and is doing an excellent work for the promotion of the interests of the teachers of our public schools. . . . To the good work of the Institute is now to be added the influence of this new organization, both working for the promotion of higher standards of qualification among the teachers of the city. It has been thought wise to restrict it to men teachers of the public schools, that, its membership being small, the work of its meetings could be more concentrated and technical in its character. That it is certain to become an important factor in the promotion of the interests of the public schools of the city cannot for a moment be questioned.

First, it will stimulate its members to a higher standard of qualification for their work. The qualifications of a teacher are at least twofold. In the first place they should possess a high degree of intelligence and culture. Thorough scholarship is regarded as the fundamental equipment of a teacher. He should not only know thoroughly those things which he is called upon to teach, but he should know them in a scholarly and masterly way. A teacher should know far more than he is required to teach, that his instruction may flow from a full and inspiring fountain of knowledge. In addition to this he should be a man of high literary and social culture, that he may carry with him into the school that flavor of character and refinement that will touch the character of the young and inspire them with ideals of high attainment.

In addition to these scholastic attainments he should possess those professional qualifications especially demanded by his vocation. He should be familiar with the great principles of education which underlie and condition the teacher's work, with the most approved methods of developing the mind and imparting a knowledge of the branches of study, and with the history of educational doctrine as manifested by the writings and practices of the educators and teachers from the earliest dawn of civilization to the present time. Besides this he must be acquainted with the educational literature of the day, that he may keep in touch with the educational progress of the age.

For both of these standards of qualification this Club will be found to be of great advantage. Here will be discussed the live questions of the day in respect to the courses of study and methods of supervision and instruction. Here will come up for review the principles of education as advocated by the great thinkers from the earliest times down to the present. The novelties of the visionary, the exaggerations of the extremist, the fads of the hobbyist will receive consideration, as well as the most judicious precepts and practices of the wisest educators of modern times. The discussion of these questions will stimulate study and thought and give a zest and freshness to the teacher's work that it otherwise could not possess. And, besides this strictly professional work, questions bearing on science, literature and art will also come up for consideration and discussion. The latest discoveries in science, the newest theories in art, the choicest productions in literature—these will be legitimate subjects of discussion, and such discussion will serve to awaken and stimulate the desire for improvement, and thus advance the standard of scholastic qualification among teachers. It is thus apparent that the object of the organization is to stimulate its members to a more thorough and complete qualification for the duties of their vocation.

The object thus set forth at the initial meeting of the Club has been realized in an eminent degree. The meetings of the Club have proved a stimulus to its members that has resulted in increased professional zeal and efficiency. It has given its members an opportunity to discuss the live educational problems of the day, and inaugurate and push forward reforms of various kinds. It has served to bring before the teachers of the city some of the most eminent educators of the country, such as Dr. Butler, Dr. Harris, etc. It has been a nucleus of professional aspiration and inspiration that have given increased interest and activity to its members, and has

aided in raising the profession of teaching to a much higher standing in the community.

The value of such an organization as the Educational Club can hardly be overestimated. What every large city needs is a cultivated and scholarly body of men teachers. For many years the city had depended upon the country districts for a supply of men teachers. These teachers were men of integrity and fidelity of purpose, and did faithful work in the schools; but having been deprived of early opportunities of liberal culture they could not give that standing to their profession demanded in a great city like Philadelphia. Representing neither high scholarship nor scientific or literary attainments, it was impossible that they should have occupied a prominent position in the estimation of the community. At public meetings it was the successful merchant, the brilliant lawyer, or the eloquent preacher that was placed in the position of honor as the representative of his fellow-men. Even at the dedication of one of our new school buildings it was unusual to find a teacher of the public schools upon the programme for an address. This was not the fault of the community so much as of the teachers themselves, as they did not stand for that culture and scholarship needed for the occasion. Had the teachers of the city for several generations past been as scholarly men as our preachers and lawyers, and as intelligent in the discussion of the great themes of society and the state, they would have commanded public recognition to a far higher degree than they have done in the past.

It seemed to be the duty of the Superintendent to do what he could towards changing this condition of school affairs and securing a new order of things. There were in our midst a number of young men with a fair education, almost, if not quite, liberal in extent, who had the ambition



and possibilities of high scholastic and professional culture. All that was needed was the opportunity and the stimulus for this higher attainment. Given such an opportunity it was seen that they might aid in creating a deeper spirit of interest in the educational circles of the city. They needed the opportunity to come together and stimulate one another by the discussion of educational questions. The Educational Club was especially designed for this class of teachers; and in this respect its work has been most gratifying. Out of it has grown a professional feeling and a spirit of aspiration after higher qualifications that have already done much towards putting a new life into the schools of the city, and which gives promise of still better things in the years to come.

The membership of the Club, as first organized, was restricted to men. But as it became more fully known and its meetings attracted more attention, it wisely invited the women teachers of the city to become members. A growing attendance at its meetings also modified to some extent one of its original purposes, which was the discussion of educational questions by its members, and led to the bringing of eminent educators before the public at its regular meetings. This, though of great interest to its members, deprived them of that culture that comes alone from the opportunity of personal discussion of the live questions of the day. To meet this demand a "round table" was organized, which meets every month and affords an opportunity for such discussion as was contemplated in the establishment of the Club. These meetings are full of interest and constitute one of the most valuable agencies for the improvement of teachers.

The idea is that there should stand at the head of the schools of the city a body of cultivated and scholarly men and women equal to those in the most cultivated circles in our city, a class that, by their culture and refinement, would



adorn any literary society or social gathering in the city. A class of cultured men and women cannot be long in a community without being known and felt, and it is only such teachers that can give the highest excellence to our public schools.

#### THE ALUMNÆ ASSOCIATION.

The Alumnae Association of the Girls' High and Normal School was organized in 1889. At this time the High School and the Normal School were under the same direction and were regarded as one institution. The object of the Association was to cultivate social relations among the graduates of the schools, to keep alive the habit of intellectual work among women, and to aid in advancing the cause of education in the city. The members of the organization were originally the graduates of the High and Normal School, and since the separation of the two schools, in 1892 the graduates of both the High School and the Normal School are, in accordance with the constitution of the Association, eligible to membership. The annual dues are \$1, this small sum giving each member the privilege of attending its business, social and educational meetings, its entertainments and lectures, and the classes in different branches of study which it may organize. The work of these classes presents a means of post-graduate study of great value to the members who avail themselves of these privileges. Its membership now numbers about 1,800.

Soon after the organization was completed, it established a college scholarship of \$400, which was to be given to any deserving graduate of the Girls' High and Normal School, and since the separation of the two schools may be given to a graduate of either school. It provides each year for the instruction of classes in various subjects, such as literature, French and German, Shakespeare, physical training,

pedagogy, etc. A class in any subject may be formed at the request of twenty-five members. The Alumnae Association has taken the lead, in connection with other associations in the city, in securing the services of some of the eminent educators of the country for courses of lectures upon educational subjects.

From this brief statement the valuable work of the Alumnae Association for the improvement of the teachers of the city will be seen. It has been both aggressive and progressive in its work, and it deserves great credit, especially for the influence it has exerted in making provisions for faithful teachers who, by age or sickness, have been obliged to retire from their work in the public schools, which will be explained more fully at another time.

#### THE NEW ALUMNÆ ASSOCIATION.

Within a few weeks a new Alumnae association has been formed by the graduates of the new Normal School. The name of the association is "The Alumnae Association of the Philadelphia Normal School for Girls." The object of the organization is to promote the interest of the Normal School and its graduates. The constitution provides for regular meetings for the discussion of educational topics and the cultivation of a spirit of fellowship among the graduates; the publication of papers and reports read at the meetings by graduates and others; the accumulation of an Alumnae library, to be placed in the Normal School for the use of students and graduates; the scientific investigation of educational problems; the giving aid to members of the Association who are pursuing special studies, and the co-operation with the school authorities in measures looking to the advancement of the Normal School and other schools of Philadelphia. These are surely laudable objects and cannot but add

interest and efficiency to the cause of education in Philadelphia.

This movement is a logical outcome of conditions, and could have been anticipated when the two institutions were separated. A new school, with new associations, new ideals, new aspirations and new ambitions, naturally aspires to a new alumnae association. It has started with an enthusiasm and breadth of purpose that are truly admirable. Already arrangements have been made to bring before their members and educational friends some of the eminent educators of the land. Plans are being prepared for lines of pedagogical study and investigation that will add to the culture and efficiency of its members and contribute to the educational impulse now so widely felt in Philadelphia. That the new organization will be successful and contribute to the interests of its members and the advance of popular education in our city cannot be doubted.

#### THE CHILD STUDY SOCIETY.

One of the leading phases of educational investigation and discussion in this country and in Europe is that known as "child study." The term is properly used to indicate an attempt at the scientific study of the nature of children. The observation of the mental activity and growth of children has been more or less general among intelligent people from the earliest dawn of civilization. Each mother observes the indications of brightness and the mental peculiarities of her children, and governs herself accordingly in her treatment of them. A general knowledge of child life is thus common to every age and every intelligent household. But within a few years efforts have been made to make this knowledge more scientific and exact, with the purpose of basing upon

it some new methods in the education of children. One of the most conspicuous leaders in this movement was W. Preyer, professor of physiology in Jena, who presented his investigations in a work entitled "Mental Development in a Child." It contains a series of carefully conducted observations in the development of the mind of one of his own children. Since this publication scientific men at home and abroad have interested themselves in similar investigations—some of them scientific and some of them verging on the absurd and impracticable. In our own country the leader of the movement is Dr. Stanley Hall, of Clark University; and so much importance has been attached to it that it has become one of the recognized departments of the National Educational Association.

It has been thought for several years that a society for child study should be organized in Philadelphia; but some of the young men who seemed most interested in the subject and best adapted to conduct experiments successfully, were pursuing special courses of study at the University and elsewhere, and the matter was thus deferred. During the early part of last year the time seemed opportune to begin the movement, and a society was formed, called "The Philadelphia Teachers' Society for Child Study." On account of the difficulties which attend all such investigations, the temptation to run into novelties of no practical value, and the necessity of concentrated and well systematized effort, it was deemed advisable to have the initial membership of the Society small, so that at first only those who had expressed special interest in the subject and seemed to possess special fitness for the work were invited to become members. A small organization was thus formed, and a constitution and by-laws adopted, stating the purpose of the Society and the method of its management.

The leading points for investigation suggested to the Society were (a) defective vision, (b) defective hearing, (c) defective orthography, with causes of the same, (d) relation of defective orthography to the standing of pupils in other studies, (e) monotonies and the relation of this defect to different branches of study.

Defective Eyesight.—It was known that a large number of children were suffering with defective vision, which often interfered seriously with their progress at school, and I was especially desirous of having a test made of the eyesight of pupils. This was one of the first subjects taken up by the Society, and during the year the members tested the eyesight of more than 2,000 children. Of the first 1,375 examined, 588 were found to be suffering from defective vision, a number so large as to be a surprise to us all. Some of these defects were, of course, slight, but others were so serious as to interfere with the intellectual development of the pupils. The comparison of the results obtained by the different members, Principals of schools, showed a remarkable agreement, and indicated the correctness of their investigations. From these investigations it was seen that many pupils were unable to see what was written upon the blackboard, and were thus practically blind to much of the instruction of the teacher. Others, it was seen, were straining their eyes either on account of being short-sighted or far-sighted. Such cases were reported to parents, who, in many instances, had the eyes of their children examined by an oculist and glasses fitted to correct the defects of vision.

At the suggestion of the Society, Mr. W. W. Brown, Principal of the Singerly School, prepared a statement for "The Teacher," the following extracts from which will indicate the practical and important character of the work of the Society:—



We found, in making our tests, that in many instances—in fact, in a majority of cases—the pupils were not aware of any defect of vision, nor were they willing to admit it until they saw others reading the characters from a distance at which they (the affected ones) could see but a confused blur. There were many instances of normal or perfect sight in one eye, while the other was quite defective; yet neither the pupils themselves nor the class teachers were aware of any defect whatsoever. Many were found who could distinguish and read readily the characters at a proper distance with one eye, but who were compelled to advance from one-half to two-thirds of the distance in order to do likewise by means of the other eye. As these pupils were not generally aware of this weakness, who can compute the amount of strain there has been on the mechanism of the eye to enable them to read the pages of their books with both eyes! And yet, when the printed page was placed before these very pupils they read, apparently, without effort.

One instance that came under the writer's observation was that of a girl of fifteen years of age, who should have been able to distinguish clearly characters at a distance of twelve feet, who could not do so at a greater distance than four feet; and who, on being tested in the class room, was found to be unable to read her teacher's ordinary writing on the blackboard; and although she was a pupil of the eleventh grade, neither she, her teacher nor her parents were aware that aught ailed her vision, save that her teacher remarked that she had at times noticed a peculiar obliquity of the eyes of the pupil when she was particularly intent on some work which was being performed on the board.

Of other cases that were brought to our attention we might mention those of girls whose parents had provided them with glasses, but who refuse to wear them; of a boy who was nearly blind in one eye—in fact, the eye for the purpose of reading the ordinary print of the school-book was practically useless—and neither he nor his teacher had ever detected it; of a boy in the twelfth grade who, probably, had never been able to read from the blackboard; of another boy who had been wearing glasses for several years, but who really had no use for them, as the examination of his eyes showed they were seemingly all right, and a re-examination by the oculist confirmed the teacher's verdict.

A peculiar feature that was developed in our investigation was at quite a number of the pupils would at first sight read off the characters without hesitation, but after gazing at them for a few moments would find them so indistinct and blurred that they could not repeat them. After a rest of a few minutes the same process was repeated, with the same results. This seemed to indicate that these pupils were troubled with a sinking of vision or failure of sight, and we infer that there is something radically wrong with the mechanism of their eyes. However, we did not include those cases in our tables, but simply mention them here. And so we might go on indefinitely citing interesting, peculiar and unusual features of our investigations, but that is not the purpose of this article.



Our far from thorough tests show that 54 per cent. of our pupils are suffering—and we use the word advisedly—from defective vision, and 11 per cent. are wearing glasses; but what is to be done about the other 43 per cent.? We, who know of these troubles, have appealed to the parents to take steps to remedy the fault, or, at least, to prevent the trouble from increasing, even going to the extent, in some instances, of excluding pupils from school until glasses were procured; but we have not met with that success which the exigencies of the cases seem to demand.

In addition to the investigations respecting the vision of the pupils, the society has made a number of spelling tests for the purpose of—

(a). Ascertaining the relation of orthography to other branches of study, and

(b). To classify the errors in spelling with respect to their causes, in order to better understand the proper methods for the correction of such errors.

The foregoing is but a brief summary of what the Society for Child Study has already done. Arrangements have been perfected for making more extended tests of vision during the coming year and obtaining more accurate data respecting the relation of defective sight to the progress of the pupil. The investigations respecting orthography also are being continued, and efforts will be made to draw from the data of these investigations definite conclusions respecting the methods of teaching orthography. Although this organization is as yet in its infancy, what it has already accomplished and the arrangements for future investigations give promise that The Philadelphia Teachers' Society for Child Study will become an important factor in the educational progress of our city.

#### THE UNIVERSITY OF PENNSYLVANIA.

One of the most important movements during the past six or seven years is the bringing of the teachers of the public schools into touch with the University of Pennsylvania.

When I entered upon my duties as Superintendent, in 1891, there was a complete divorce between the body of teachers in Philadelphia and the University of Pennsylvania. None of our teachers were attending lectures or courses of study at the University, and the institution seemed as indifferent to the public schools as if they did not exist. There appeared to be a great partition wall between higher and elementary education as represented by the University and the elementary schools. This was not only an abnormal condition, but one greatly to be regretted. Here was a great university, with men eminent in their various departments, a centre of culture and educational power in the city. Here, on the other hand, was a body of teachers in our public schools, nearly 3,000 of them, receiving no benefit from the University. So far as the public schools of the city were concerned, it was as if the University did not exist. Realizing the advantages of bringing these two educational agencies into sympathetic touch, a movement was immediately started to effect this desirable end. It was found that there was a course in the University which led to the degree of Doctor of Philosophy, well suited to the higher education of teachers; but to enter, it required the candidate to be a graduate of college with the degree of Bachelor or Master of Arts. While this rule seemed to be a very proper one, there also seemed to be a good reason for its modification in the case of some of the Principals of the public schools. There were in Philadelphia a number of young men who had not completed a full college course, and yet were broadly and even liberally educated; in many respects they possessed a far more liberal education than the ordinary college graduate. It was a question whether an exception should not be made in case of such young men and they be admitted to a course of study, no matter how broad or comprehensive it

might be, that would lead to the degree of Doctor of Philosophy. This proposition was presented to the authorities of the University, and after much discussion and many delays it was finally decided to modify the rule, at least temporarily, and admit a number of men teachers who could be recommended by the Superintendent to the course in philosophy; and in the spring of 1892 a number of our teachers, Principals of schools, entered upon a course of study at the University. These men proved to be thorough students, and several of them have completed the course with honors, and have been awarded the degree of Doctor of Philosophy; among whom are Dr. E. A. Singer, Assistant Superintendent; Dr. William C. Jacobs, Supervising Principal of the M. J. Hoffman School; Dr. George W. Flounders, Supervising Principal of the Robert Morris School; Dr. John P. Garber, Supervising Principal of the Kenderton School; Dr. W. L. Valentine, Supervising Principal of the G. S. Benson School, and Dr. Watson Cornell, Supervising Principal of the Logan School. Dr. William H. Samuel, Supervising Principal of the John S. Hart School, had previously received the doctorate degree from the University. There are other teachers taking the course who expect to receive their degree next summer.

This movement proved to be an advantage to the University as well as to the public schools. It brought about a new attitude on the part of that institution to public education. As a natural outgrowth of the movement, a chair of pedagogy was organized in the University, and a gentleman of broad pedagogical culture and wide educational experience was placed at its head. So popular became the movement and so general the recognition of the value of University instruction, that last year over 250 of our teachers were enrolled in the classes of the University.

These facts are significant of a new educational influence in our city capable of immense value to education. The public schools have been brought into sympathetic touch with the centre of higher intellectual culture in the city. The life of the University is beginning to flow down into the public schools and to give a new impulse to them. This is a normal condition of affairs, for education is a chain of many links; and it will be an admirable system when this educational chain, beginning in the kindergarten, shall run up through the elementary schools, the high schools and the college, and terminate at last in the great University.

#### SCHOOL ACCOMMODATIONS.

The lack of school accommodations interferes seriously with the interests of public education in Philadelphia. The growth of the school population has been so great in many parts of the city that the money appropriated by Councils has been insufficient for the erection of enough new buildings to meet the demands for school accommodations. In order to meet, as far as possible, the requirements of the people for the education of their children, the Board of Public Education has adopted the system of half-time classes. This means that in overcrowded schools certain classes shall receive instruction in the forenoon for about three and a half hours, and other classes in the afternoon for nearly the same time; these classes alternating between forenoons and afternoons, week by week. This arrangement is regarded as better than rejecting the children altogether, on the principle that "half a loaf is better than no bread." These children, under skillful teachers, make fair progress, though the system is evidently an injustice to parents and pupils, and, in view of the law of compulsory attendance, there may be question of its legality. It is an evil, and is to be justified

only as the less of two evils; and the worst of it is that this evil is a growing one. In the autumn of 1891, when I entered upon my duties, I made an investigation and found that about 3,000 children were on half time; and a year later, on September 30, 1893, there were 4,331 on half time. Last autumn there were more than 9,000 children on half time, an increase in six years of 6,000 children, or an average of 1,000 a year.

The members of the Committee on Elementary Schools have been fully cognizant of this evil, but under our peculiar school organization they seemed powerless to correct it. The control of the Local Boards prevents a distribution of children without regard to sectional lines, even when it would remedy a portion of the difficulty. The growing magnitude of the evil at length became so great that the members of the Local Boards themselves began to see the necessity of some movement to correct it. An organization of the Local School Boards was formed and the subject discussed, and an agreement reached that would permit children to be transferred from one Section to another in cases of necessity. A recent conference between a committee of this association and representatives of the Board of Public Education gives promise of some arrangements for the better distribution of pupils and a consequent partial relief, at least, to half-time classes.

Such a movement toward any solution of the difficulty meets the hearty approval of the Department of Superintendence and has been urged by it for several years. But there should be a clear and definite idea of just what can be accomplished by this plan and what are its limitations. A recent investigation showed that there were about 9,000 children on half time and over 12,000 vacant sittings in the city. In order to put these 9,000 half-time children on full



time it would require 4,500 sittings. This would apparently leave a surplus of over 7,000 vacant sittings. But anyone who draws an inference from this that we have a surplus of, or even sufficient, school accommodations, fails to understand the question and falls into a very serious error. Many of these sittings are absolutely unavailable, for two reasons: first, they are too remote from the surplus school population to be reached by the children without transportation; and, second, they indicate the difference between large rooms and medium-sized classes in higher grades occupying them, which classes cannot be increased without disarranging the schools. To illustrate this latter reason, suppose in the higher grammar grade there are 40 pupils occupying a room in which there are 50 or 55 seats. This would show 10 or 15 vacant seats in that room; but these vacant seats are not available. In the first place, a class of 40 in the highest grammar grade is a large class; but, in the second place, we could not put the half-time children in these vacant seats, for these half-time children are almost entirely in the grades of the first two years. No teacher could do justice to her pupils in attempting to instruct 40 grammar grade pupils and 10 or 15 first or second grade pupils. This will illustrate the impossibility of having many of the so-called vacant seats utilized in any proposed redistribution of pupils. These facts should be clearly apprehended before any proposed plan of redistribution is considered. Some relief may be afforded, no doubt, but that there are school accommodations sufficient for all the children of the public schools should not be inferred.

With this understanding let us see what can be done to relieve the congested condition of some schools by a redistribution. And first let us see what can be done in each Section without going outside of sectional lines:—



First, the condition of each school of the Section must be carefully studied and the number of pupils in each grade and the number of vacant sittings in each room determined. Then the smaller classes, if they are too small, should be increased by a union of grades or by the transfer of some children from one school to another, the children of a grade in one school being distributed among the classes of the same grade in some other school or schools, until the classes are made as large as they can be conveniently taught. This will cause some children to walk a further distance to school, and, therefore, only the children of the higher grades should be thus transferred. Such a redistribution, when feasible and possible, would make a number of vacancies in several of the school rooms which could be filled by placing half-time pupils on full time. This change will give some dissatisfaction, necessarily, to teachers and parents, but it is the proper thing to be done when circumstances warrant it, and would have been done before if the Central Board had had control of the location of pupils.

Second, this same arrangement can be made between contiguous Sections when it will result in a better distribution and make vacancies for half-time children. But, in addition to this, when the schools of one Section are congested and a contiguous or near Section has vacant rooms, teachers with their classes can be transferred from an overcrowded building in one Section to a building in another Section in which there are vacant rooms. When the distance is at all great, only the older pupils should be taken, and those living nearer the Section to which the transfer is made.

This arrangement, which is evidently a suitable one, when it is practicable, will, I fear, not meet with the sanction of the Local Boards. Many influences will be brought to bear to prevent the carrying out of the plan. First, the teachers

may object to being transferred from one building to another. Second, the parents will object to their children being required to travel a greater distance to school. Influential parents, or those associated with influential citizens in the Section, can bring to bear a pressure upon the members of the Local Boards that would make it exceedingly difficult to carry out the proposed arrangement. A number of the members of the Local Boards have given their sanction to such a plan; but I fear they have not considered the difficulties that will confront them when they attempt to execute the plan. In some cases such a plan could undoubtedly be carried out; whether it could be made at all general is a question.

A third method of redistribution is that of the transportation of pupils from one section of the city to another. There are about 140 vacant school rooms in the city, enough to place every child on full time, if they could be utilized. These vacant rooms are remote from the congested Sections. They are in the older portions of the city, in which business has driven away the residents and thus diminished the former school population. These vacant rooms could be utilized only by providing transportation for the children of overcrowded Sections. Such transportation would have to be limited to the older children, as parents would not be willing to allow their young children to take the risks of trolley riding. Now while this is a possible plan of redistribution, and a plan that is in use in some parts of the country, as in Massachusetts, yet it is a question whether it is a practicable one in our city. Will Councils appropriate the money for such transportation? Will Sectional Boards be willing to send their teachers and pupils out of their own Section into another Section? Will parents be willing to let their children take the risk of trolley riding to a distant Section? Would it not be more expensive than the renting of halls or

dwelling in the overcrowded Sections? All these are questions that necessarily arise and are involved in the plan proposed. The Central Board has apparently no authority in the matter, and cannot compel an adherence to the plan even if it were thought to be a wise one.

Now, while I believe that some relief can be obtained by an earnest effort of the Board of Public Education in connection with the Local Boards, I do not believe any plan suggested can be so carried out as to give the relief needed. The fact remains that school population has left certain portions of the city, leaving superfluous school accommodations, and gone into other parts of the city where there is a lack of school accommodation. Moreover, these sections of the city are rapidly growing and thus the school population is rapidly increasing. In six years, notwithstanding the erection of about twenty new buildings within that time, the deficiency of school accommodations has increased by over 6,000 sittings. No plan of redistribution will meet this condition of things. In the First Section, since 1886, there have been four large buildings erected, and yet there were 549 children on half time last September.

And, again, it should be remembered that the Compulsory Attendance Law, which we are now prepared to execute, will increase the need for school accommodations. There are at least 10,000 children out of school who should be provided for at an early day. We may thus count on an increased attendance of several thousand children, and many of these children belong to Sections whose schools are already overcrowded. These children must be put into schools or the law of the State will be violated, and the Board of Public Education will be held responsible. Indeed, it is a serious question whether half-time classes meet the requirements of the law. There is thus a legal necessity laid upon the

city to provide accommodations by the erection of new buildings.

There is only one way of providing these accommodations, and that is the appropriation of money by Councils for new buildings. This should be distinctly understood by the school authorities and the people. Councils should be impressed with this fact until they fully realize it. Local Boards should unite with the Central Board to urge upon City Councils the pressing need of liberal appropriations for the erection of more public school buildings. The Local Boards can give efficient aid to the Central Board in this respect. They are in immediate touch with the people, and know their needs; they are in sympathetic relations with members of Councils and have their confidence. If the Local Boards would unite in an effort to secure the appropriation for school buildings in the Sections in which they are most needed, I believe that they would be successful, and within a year or two every child in the city of school age could be accommodated.

#### COMPULSORY EDUCATION.

In 1895 the Legislature of Pennsylvania passed an "Act to provide for the attendance of children in the schools of the Commonwealth," which act was amended during the session of 1897. The object of this act is to secure to every child of the State the opportunity to acquire a fair knowledge of the so-called common English branches. That every child has the right to such an education cannot be denied; and that the State should secure to each child this privilege is a duty that she owes to herself in the interest of self-preservation. The question had often been discussed in our Legislature; the example of other States and countries had been quoted; but Pennsylvania delayed this step in the pathway of educational progress until the increasing illiteracy of the

State seemed to make it an absolute necessity. Like most of her provisions for reforms, however, when enacted the present law promises, with a few slight amendments, to be one of the most practical in the country.

The principal features of the act are as follows:—

I. Every child between the ages of 8 and 16 years shall be required to attend a day school in which the common English branches are taught during 70 per centum of the time in which the schools in their respective districts shall be in session, with the following three exceptions:—

First.—Children shall be excused from such attendance upon the presentation of satisfactory evidence that they “are prevented from attendance upon school or application to study by mental, physical, or other urgent reasons.”

Second.—Children between the ages of 13 and 16 years who are regularly engaged in any useful employment or service are excused from such attendance.

Third.—The act shall not apply to any child that has been or is being otherwise instructed in English in the common branches of learning for a like period of time.

II. For every violation of this law the parent or person in parental relation thus offending shall be guilty of a misdemeanor, and shall, on conviction thereof before a justice of the peace or alderman, forfeit a fine not exceeding \$2 on the first conviction, and a fine not exceeding \$5 for each subsequent conviction.

III. Boards of Directors or School Committees shall employ one or more persons, to be known as attendance officers, who shall have full power and whose duty it shall be to look after, arrest, apprehend, and place in such schools as the person in parental relation or the Board of Directors or



Controllers may designate, truants and others who fail to attend school in accordance with the provisions of the act.

IV. That it shall be the duty of the assessors of voters, when not notified to the contrary by the School Board, at the spring registration of voters, or as soon as possible thereafter, to make a list of all children between the ages of 6 and 21 years within their districts, giving the full name, date of birth, age, sex, nationality, residence, sub-school district, name and address of parent or person in parental relation, and name and address of the employer of any child under 16 years of age that is employed in any regular employment or service; provided, however, that prior to February 1st of any year any Board of Directors or Controllers of any school district may authorize such enumeration to be made by the attendance officers at the expense of the school district, and at such times as they may designate.

Early in the year the Board of Public Education took steps to put this law into execution. A committee was appointed, called the Committee on Compulsory Education, with Mr. Rudolph Walton as chairman. Lists of pupils between 8 and 13 years of age, taken by the assessors of the city, were furnished to the Board, and the committee arranged to have them properly tabulated, appointing a number of clerks for this purpose. These clerks began their work in July, and spent several months upon the lists endeavoring to determine the children who were in school and those who were not attending school as required by law. As the committee studied the problem it became apparent to them that the most efficient execution of the law could be effected through the Department of Superintendence. This department was in intimate relations with the schools, had cognizance of their condition, of the number in attendance, what



schools were overcrowded and where vacancies existed, and could thus unify the attempt to gather in the truants and other non-attendants with the general oversight and supervision of the schools. Early last autumn, therefore, the committee decided, after electing thirty attendance officers, to place the execution of the law under the direction of the Superintendent of Schools. The Superintendent selected, to assist him in the work, one of his Assistants, Dr. Edgar A. Singer, and took immediate steps to organize the department.

The assessors' rolls, with the result of the work of the clerks upon them, were placed in the Superintendent's hands. These rolls were intended to contain a list of all the children of the city between the ages of 8 and 13 years, their names, addresses, and schools, if any, which they attended. The clerks had spent months in examining these lists and preparing from them a list of the children attending the public schools of each Section. Upon sending these lists to the Principals of the public schools for verification, it was found that there were many children in the schools of the required school age who were not on these lists. It was also found that the lists were valueless unless they were corrected also for the private schools. As we had no authority to require such corrections to be made by the Principals of private schools, and as the comparison and correction required a great deal of labor, the Superintendent thought best to endeavor to secure a list of the attendants of such schools and have the work of comparison and tabulation done at his office. He, therefore, wrote to Father Shanahan, the Superintendent of the Parochial Schools, explaining his purpose and requesting him to have a list of all the pupils attending the parochial school made and sent to his office. To this request Father Shanahan responded with promptness and proffered his cordial co-operation in our efforts to carry out

the requirements of the law; and at the earliest day possible he had blanks prepared and sent to the parochial schools and a complete list of all the children attending those schools was furnished the Superintendent. The same course was pursued with respect to the schools in charge of the Society of Friends, with the same prompt and gratifying results. The other private schools manifested a delicacy in sending such lists, and the request was not pressed; though several subsequently expressed their willingness to aid us in any practicable way that might be agreed upon. It was soon found that these lists, based upon the assessors' work, were of little value to us, and we decided to rely for the present on the information obtained from the public schools, the parochial schools, and the Friends' schools, and upon the information which the attendance officers could gather upon the streets and at the homes of non-attendant children.

The next step taken was to divide the city into thirty districts, to be known as Attendance Districts. In making this division Broad street was taken as a general dividing line, and the city on the east side of the Schuylkill divided into sections on each side of this line. The part of the city on the west of the Schuylkill was also divided into several districts. The basis of the division was partly the school population and partly the area of territory to be supervised.

The attendance officers were then called together and their duties explained to them. The Superintendent endeavored to impress them with the idea of the responsibilities of the position to which they had been elected and the obligations they were under for a faithful performance of their duties. The law was designed to secure the interests of the individual and the State; they were to execute this law; and only as it was properly executed would its purpose be accomplished. Every child, it was explained, had the right to an

education; to withhold from them this right was a great wrong to childhood, and it was their privilege to aid the children of the city in securing an education. An educated citizenship was necessary to the welfare of the State; ignorance and its natural accompaniments, vice and idleness, are a menace to free institutions, and the attendance officers in securing the efficient execution of the law were thus contributing to the welfare and perpetuity of the State. Upon them, therefore, depended the future happiness of thousands of children who might otherwise grow up in vice and ignorance, and also the future welfare of the city and the State. The delicacy of their duties was also pointed out, and the necessity for the exercise of good judgment and tact in disposing of difficulties which were sure to arise in the execution of the law. The several elements of a successful execution of the law, the Superintendent urged, were fidelity, good judgment, tact, patience, and good, common sense. They were further advised that though the law was called a "compulsory law of education," yet no compulsion was to be used at present. Many people did not know there was a law of compulsory attendance; and to proceed against them by applying the penalties of the law would be both unjust and unwise. People must be gradually educated to understand and obey the law. The first object, therefore, was to instruct the people in respect to the law and its requirements. No threats should be made at present, but in case of negligence there should be a patient explanation of the nature of the law and the necessity of a compliance with it. This applies both to parents neglecting to send their children to school and people employing children in violation of the law. The glove was to be kept upon the iron hand at first; it could be taken off after awhile in dealing with people who were persistent violators of the law.

It was also explained that in cases of indigent children who were unable to attend school on account of want of clothing, no attempt should be made to force them into school, but that all such cases should be reported to the Superintendent, who would endeavor to secure the interest of benevolent organizations in their behalf. No attempt either should be made to force vicious and incorrigible children into the schools, but all such cases should be referred to the Superintendent.

After giving the attendance officers their verbal instructions, a copy of the law was placed in the hands of each, and a list of non-attendants as obtained from the assessors' lists. They were directed to visit the schools and become acquainted with the Principals, to make themselves acquainted with their respective districts, to obtain a list of parochial and other private schools and to report the same to the office. Arrangements were made for weekly meetings of the officers at the rooms of the Superintendent to present reports of their work and to receive further instructions. In the meantime a circular was prepared for their direction, giving explicit instructions in respect to their duties.

Regular and systematized information was desirable in respect to all non-attendants and truants that might be found on the street and in their homes, the reasons for this non-attendance, as the neglect of parents, inability to control their children or the incorrigibility of the pupils when in school, the indigent circumstances of parents, the illegal employment of children, the physical or mental conditions, or other urgent reasons, for not attending school. For this purpose blanks were prepared and placed in the hands of the attendance officers for a weekly report. It was also desirable to have a complete summary of each week's work, and appropriate blanks were prepared for this information.

In order to secure the attendance of children whose non-attendance was due to neglect or wilful violation of the law on the part of parents or persons in parental relation, the attendance officers were instructed to notify all such persons that they must comply with the law, and suitable blanks were prepared for such notification.

The efficient execution of the law, as is evident, depends upon the cordial and intelligent co-operation of the Principals of the public schools. They know what children are in their schools, who are irregular in attendance and the cause of this irregularity, who are habitual truants and the character of such pupils, who have been suspended and the period of suspension, who have been expelled for incorrigible conduct and the nature and gravity of such conduct, and what pupils of school age are on the waiting list to be admitted into school when vacancies occur. Without such co-operation on the part of the Principals it would be impossible to execute the law, and the attempt would end in conflict, chaos, and utter failure. In order to secure and systematize the intelligent co-operation of Principals of the public schools, a circular explaining the law and giving instructions to them was issued. Principals are therefore required to keep an accurate record of the attendance of pupils between the ages of 8 and 16 years, and to report at the end of each month, on blanks furnished for the purpose, the names of all pupils who have been absent five days without lawful excuse. Principals are also requested to forward promptly to the attendance officers the names of irregular attendants, truants, pupils suspended, transferred, or withdrawn, with the age of each, parents' names, residence, and any other needed information. In addition to this they will probably be required, once a year, to make a list of the pupils in their respective schools, with the residences, ages, parents' names and addresses, for



the use of the attendance officers in verifying the lists of children obtained by their enumeration.

The experiment of executing the law so far has been as successful as could have been anticipated. Several thousand children have been put into the schools, and the regularity of attendance in many schools has been increased by virtue of the fact that children and their parents have learned that the law is to be executed. Many cases of irregularity have been discovered and the alarming fact made more apparent that a large number of boys and girls are being educated on the street and are growing up in ignorance and vice. Statistics of these cases are being collected which can be used to show the necessity of "special schools" as soon as the Board is ready to enter upon the consideration of that subject. It will not do to force vicious and incorrigible children into the schools with virtuous and well-behaved children, and "special schools" will have to be provided in this city, as has been done in other cities where the effort has been made to carry out a compulsory law of education.

Many cases of real destitution have been discovered as a reason for not sending children to school, which merit the attention of the charitable organizations in our city. Philadelphia is noted for its spirit of benevolence, and if the matter can be properly managed there should not be a single case in which children are denied the opportunity for an education on account of the poverty of their parents. Several charitable organizations have offered their co-operation in cases of this kind, and have relieved many cases of necessity; but the matter needs to be thoroughly organized and managed with intelligence in order that charity may be worthily and effectively bestowed. In some parts of the city it has been the custom of teachers to provide clothing and shoes for indigent children that they might attend school



during the winter season. This charity has in most cases been worthily bestowed; but in some instances the clothing and shoes have been found in pawn shops, having been pawned by the parents for money to buy liquor. This phase of the matter is a serious one, and demands the attention of the public-spirited citizens of the city. Children who are thus neglected by their parents should be taken from them and placed in special schools, as contemplated by the law.

### SPECIAL SCHOOLS.

In order to execute the law and secure the results contemplated by the law of compulsory attendance, the Board of Public Education will find it necessary to establish "special schools" for exceptional children in different parts of the city. This has been the experience of every city where a compulsory law of education has been in force, and such schools are contemplated by the law of our State. These schools should provide for two or three classes of exceptional children. First, there will be found a number of children in the city whose education has been neglected through the shiftlessness of their parents, or because they could aid their parents in procuring a livelihood by selling papers or doing errands, etc. These children could readily be placed in the schools, but being so backward in their education it would be necessary to put them in the lower grades with children much younger than themselves. This would not only be a humiliation to the pupils and interfere with their progress, but it would have other serious disadvantages. Such children should be placed in small ungraded special schools under special instruction adapted to their age and condition.

A second class of children needing special schools consists of the habitual truants, whose truancy is not the result of criminal tendencies, but of carelessness of parents and a

lack of interest in study. The ordinary teacher is unable to secure regularity of attendance, and continued absence results in expulsion, so that the children are growing up ignorant and indolent and shiftless. Many of these children, under the right kind of teachers, can be taught to feel an interest in study and to acquire the habit of regular attendance, as has been shown in other cities where the experiment has been tried. Such children are worth saving, and it is the duty of the State to provide means by which they may be saved. It is quite probable that this class of children, at least many of them, could be placed in the same school as the class previously named. These schools for neglected children and for habitual truants have been found of great value, truancy in most cases being easily cured; and even many children considered incorrigible have been completely reclaimed, so as to be taken out of the special schools and sent to the regular schools without the least danger to the other pupils.

A third class of children for which special schools are imperatively needed is that of incorrigible and vicious children—children who cannot be controlled by the ordinary teacher, and children with criminal tendencies whose education upon the street, if not counteracted, will land them in the penitentiary. There are hundreds of children of this class in our city. They can be seen stealing coal on the railroads, playing games of chance in secret corners of houses whose inmates lure them on to the gambling habit for the few pennies they can get from them. Young girls can be seen with vicious companions in secret alleys and disreputable places, learning lessons of vice that can lead only to lives of infamy. These children should be taken out of their surroundings and placed in special schools where, under teachers with special adaptation to their work, they can be

trained to habits of virtue. Such schools, standing intermediate between the ordinary school and the House of Reform, have in other cities been appropriately called "parental schools;" and we shall need to provide a number of these parental schools if we would save hundreds of boys and girls who, without them, are being educated to a life of vice and crime.

The dual system of school control threatens to interfere with the efficient establishment and working of these special schools. The proper place for the establishment of the first class of special schools is in the immediate neighborhood of neglected and truant children, and in buildings already occupied by the regular schools when there are vacancies in them and when no other suitable buildings can be secured. If we organize such a school remote from the residences of these children, we shall meet with a difficulty in securing their attendance. If Local Boards interpose effectual objections to the use of vacant rooms in buildings already occupied, it will add to the expense of the enforcement of the law and, unless suitable accommodations can be secured, may defeat it. It is to be hoped that Local Boards will realize the necessity of working in harmony with the Central Board in carrying out the new law of attendance, which, under the most favorable circumstances, will be attended with many embarrassments.

#### ENUMERATION OF CHILDREN.

The law provides for the enumeration of children either by the assessors or the attendance officers; and the experience of the past year leads to the conclusion that the enumeration should be taken by the attendance officers. The reasons for this are economy and accuracy. If the census is taken by the assessors it will require half a dozen clerks several months to tabulate the returns so as to be of any use to the attendance

officers. It would be necessary to arrange them in separate lists for each of the several hundred public schools of the city, which has been found to be a task of no small proportions. These lists must then, to be of any practical value, be corrected by the Principals of the schools, for it would be almost impossible for the assessors not to omit and misplace many of the children of the city. Similar corrections would have to be made by the teachers of the parochial and other private schools, which we have no right to demand. Only by having a correct list of children in the schools can we obtain a correct list of children who are out of school. The attendance officers, being familiar with the schools, can secure correct lists of attendance. Familiar also with their own districts they have facilities for securing accurate information of non-attendants and truants and the reasons for the same. Lists of this kind will be immediately available for use without the expense of a large force of clerks to tabulate them for the different schools and districts. Omissions and errors can be readily corrected, as the attendance officers are on the ground continually and become familiar with the people and the children of the districts. It is, therefore, evident that it will be best to have the enumeration taken by the attendance officers rather than by the assessors of the voters of the election districts; and for this the act wisely makes provisions, and the committee has acted wisely in requiring this to be done.

For all practical purposes the enumeration taken by the attendance officers need include only the ages of children from 8 to 16, to whom the law of compulsory attendance applies, while the law requires the assessors to take the census of "all children between the ages of 6 and 21 years." As the question has been raised in respect to the object of this law, the following letter of explanation from the School Department, at Harrisburg, is appended:—

February 4, 1898.

DR. EDWARD BROOKS, Philadelphia, Pa.

DEAR SIR:—At the session of the Legislature of 1895 a carefully prepared bill, to provide for the census of children of school age, was introduced and met with a great deal of favor in both branches of the Legislature, but did not pass finally. This bill, to require a census of school children between the ages of six and twenty-one years, was again introduced at the last session of the Legislature. It ought to have been passed in the shape in which it was introduced, but was so modified by the committee as to embody some of its features in the compulsory attendance law, instead of having it passed as a separate bill. At the spring assessment next year a complete census and enumeration of all children of legal school age in the State will be made under the provision of this law.

In reply to your inquiry of the 2d inst., addressed to the Superintendent of Public Instruction,

Very respectfully,

JOHN Q. STEWART,  
*Deputy Superintendent of Public Instruction.*

It is probable that the bill will be amended at the next meeting of the Legislature in this and one or two other needed particulars.

In making this enumeration the attendance officers met with difficulties from both extremes of society, from the lowest classes who were indifferent to and were inclined to disregard the law, and from the wealthy and aristocratic classes who regarded the call of the attendance officer as inquisitive or who did not wish to take the trouble to give the information. To meet the requirements of this latter class, a blank was prepared to be left at the homes, with a request that it be filled out, giving the information required, for which the attendance officer would subsequently call. The other class require a firm and decided method of procedure in order to secure the information and to prevent deception and fraud. On the whole, however, the work of enumeration is proceeding very satisfactorily, and the prospects are that within a few months we shall be able to furnish information as reliable as the most carefully prepared statistics of other cities.



I have entered thus into particulars in describing the organization and work of the new department that every member of the Board may have definite information of the details of what is being done, since in every part of the city questions will arise in which they will be interested and for the solution of which they will be able to render valuable assistance. It will be of value to them, also, to know what is being done, that they may observe the workings of the new law and be able to suggest to the Superintendent and the committee any improvements in the execution of the law that may occur to them. I desire also to acknowledge the efficient services of Dr. E. A. Singer, who has aided me in the organization and management of the department.

#### THE ASSISTANT SUPERINTENDENTS.

The Assistant Superintendents are to be commended for their faithful, intelligent and conscientious work. There is no position connected with the Department of Public Instruction in the city in which the duties are so responsible and delicate. It is their duty to visit the schools and see that the work of the 3,000 teachers and Principals is properly done; to criticise the work of inefficient teachers and point out to them better methods, which, with the natural sensitiveness of human nature, is often a task of considerable delicacy; to report the failures of teachers to the Superintendent, which, on account of the influence of the friends of these teachers, is often a thankless and embarrassing duty.

They must pass upon trial teachers and recommend the withholding of permanent certificates in cases of failure to come up to proper standards. They must keep themselves in touch with the newest and best ideas of teaching, and be exponents of the same, being able to exemplify them in the class room; and also guard our schools against fads and



impracticable theories and methods. They must keep themselves familiar with the rules of the Board of Public Education; see that the reports of Principals are correctly made out, returning them for correction when not satisfactory. They must be ready to advise local Boards or their members in regard to the selection of teachers when asked to do so, and endeavor to have teachers dropped who are failing in their work. They must make out reports required by the office; conduct examinations of teachers and decide upon the merits of candidates as determined by the examination; do necessary clerical work when the pressure in the office is so great that the Superintendent and his clerk are unable to attend to it; and assume a diversity of responsibilities that cannot be enumerated on paper. There is no class of officials connected with the Department of Public Education whose duties are so multifarious, delicate, and responsible as those of the Assistant Superintendents. They work early and late, often day and night, in season and out of season, and do all their work with a willingness of spirit that is commendable.

The present Assistants entered upon their duties from ten to fifteen years ago, with a certain salary. Since then their duties have largely increased, the number of schools and teachers has multiplied, and the work in the office has been so organized as to demand increased attention and responsibility. During this time the salaries of some officials of the Board have increased over one-third, while the salaries of the Assistants, with increased duties and responsibilities, remain the same as at first. May I not appeal to the Board of Public Education to consider whether, in justice to this faithful body of men and women, a larger compensation should not be given. Remembering what has been done for other officials and that the compensation of the Assistants is much less than in other large cities, I respectfully invite

the attention of the Board to a matter so worthy of their favorable consideration.

#### THE NUMBER OF ASSISTANT SUPERINTENDENTS.

Eleven years ago there were six Assistant Superintendents in charge of the work of the elementary schools. In 1892 the number was increased by the election of a Director in Drawing, in view of a needed reorganization of the course of instruction on that subject. In 1897, upon the introduction of music into the public schools, another addition was made by the election of a Director of Music. The general work of the schools is under the supervision of the six Assistants, as it was eleven years ago. This work has largely increased; first, by the increase of the number of teachers to be looked after, and, second, by a more complete organization of the Department, which has brought with it many additional duties and responsibilities. In 1886 there were 2,251 teachers in the elementary schools; in 1897 there were 3,068 teachers, an increase of 817 teachers. Besides this, several special departments have been organized, or more fully developed, requiring additional time of the Assistant Superintendents. The Department of Sewing, in charge of one Assistant, now embraces 50 teachers and requires considerable time for that expert supervision which is necessary for its success. The cooking classes, in charge of another Assistant, now number 100 classes and over 2,000 pupils, and require a large portion of the Assistant's time for their organization and management. The new department of compulsory education takes from one to two days a week of the time of another one of my Assistants whom I have selected to aid me in its management. In view of this increase of duties, both general and special, the question naturally arises whether there should not be a corresponding

increase in the number of the Assistant Superintendents. If the force was not too large eleven years ago, it would seem to be too small now. I have felt for the last two or three years that the Assistants have not been able to inspect the work of the teachers and meet them for consultation and instruction as often as the interests of the schools require. I have hesitated to call the attention of the Board to the matter on account of the necessity of economy in our school administration, but it seems to me that it is a subject worthy of their consideration.

In conclusion, I desire to thank the members of the Board for their kindly sympathy and encouragement in the discharge of the varied and responsible duties that naturally belong to my position, and to assure them of my constant desire to aid them in every way in my power to place the public schools of our city in a position second to none in the country.

All of which is respectfully submitted,

EDWARD BROOKS,  
Superintendent Public Schools.

March 1, 1898.

THE LIBRARY OF THE  
APR 15 1937  
UNIVERSITY OF ILLINOIS







3 0112 105603473

4093